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ABSTRACT

In April 1993, the Association of Research Libraries (ARL) conducted a survey of its members to update information gathered in 1991 about the existence of quality improvement programs and the use of quality improvement processes in research libraries. A total of 91 responses (76 percent) was received to the 13 questions of the survey. Fifteen (16 percent) of the respondents indicated that they currently have a formal quality improvement program in effect. Of the 76 libraries with no stated program, 18 are part of institutions that have programs in other departments. Ten of the 15 with programs are part of a larger improvement program within the institution. The improvement programs focus on a wide range of departments and functions and use a variety of improvement processes, suggesting that these libraries recognize the importance of emphasizing quality of service to library users in a number of ways. Attachments include documents related to the following topics: (1) university and library context (6 documents); (2) library programs (6 documents); and (3) training (6 documents). Flyer 196 is provided, which summarizes the Kit. (Contains 29 references.) (SLD)

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ED 365 341

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 196

Quality Improvement Programs in ARL Libraries

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Office of Educational Research and Improvement
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ASSOCIATION OF RESEARCH LIBRARIES — OFFICE OF MANAGEMENT SERVICES

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 196

Quality Improvement Programs in ARL Libraries

September 1993

INTRODUCTION

Quality improvement programs have been topics of great interest to organizations in both the public and private sectors for several years. Among libraries, the focus has been primarily on improvements in the delivery of services. Total Quality Management (TQM) is a system of continuous improvement employing participative management. It is centered on the needs of customers and includes many concepts and philosophies familiar to many academic librarians who have employed them in different forms and to varying degrees for decades. Other terms associated with the concept of "quality improvement" include continuous improvement, productivity improvement, and quality management.

SURVEY RESULTS

In April 1993, the Association of Research Libraries Office of Management Services conducted a survey its member libraries to update the information gathered in the Fall of 1991 about the existence of quality improvement programs and/or the use of quality improvement processes in research libraries. A total of 91 responses (76%) was received. The 13 questions in the survey gathered information focusing on the nature of the programs and the specific target areas within each library.

University and Library Context. Of the 91 libraries responding to the survey, 15 (16%) indicated that they currently have a formal quality improvement program in effect. Among the 76 libraries with no quality improvement program, 18 are part of institutions (university or governmental agency) that have programs in other departments. No explanation is provided as to why the libraries are not participating. Of these 18 institutions with programs, 6 programs are university-wide and 12 are in non-academic (administrative) areas only (1 of the 12 also has one academic department beginning to develop a quality program).

Ten of the 15 libraries with programs are part of a larger improvement program under way in their institution. At 4 of the remaining 5 institutions, programs also exist in other non-academic departments; at one institution, the library is the only department with a program.

At none of the 15 institutions where libraries have quality programs is an academic department participating in a quality program. The fact that, among all of the 91 survey respondents, only one indicated that an academic department is involved in a quality program confirms the impression that academic departments almost completely lack any interest at all in quality improvement programs.

In all, 33 (36%) of the universities and institutions whose libraries responded to the survey have a quality program currently operating in one or more department. Other non-academic departments with quality programs included computer services, physical plant, accounting, finance, hospitals, human resources, and purchasing.

Library Programs. Libraries with quality programs have chosen a wide range of departments and functions to focus their efforts on. In 6 of the 15 libraries, the program is library-wide. The other libraries have programs under way only in one or more departments. Among the 9 libraries where only selected departments are involved, serials is the focus in 4; administration, 4; cataloging, circulation and acquisitions, 3 each; interlibrary loan, automation and personnel, 2 each; and processing, preservation and collection development, 1 each. In none of these 9 libraries are branch libraries or reference departments involved in quality programs.

A wide range of quality improvement programs and processes have also been chosen by these 15 libraries. The process most frequently in effect is Team Building (13 libraries), followed by: Customer Awareness and Total Quality Management (12 each), Continuous Improvement (11), Statistical Process Control (9), Service Excellence and Quality Awareness (5 each), Participative Management (4), and Quality Circles and Problem Solving/Decision Making (1 each).

As might be expected, the percentage of each library's total workforce participating in a quality improvement program varies a great deal. In 12 of the libraries, the percentage of total library staff involved is 50% or less; of those 12 libraries, the participation rates fell into three ranges: 4 had 0-10%; 4 had 11-25%; and 4 had 26-50%. In three of the libraries,

between 76% and 100% of the staff are participating in a program.

Training. In all but 1 of the 15 libraries, training is part of the library's quality improvement program. Seven of the libraries characterized the use of training as "to a great extent," 3 described it as "to a moderate extent," and 4 use training "to a small extent."

A variety of resources are used to assist them in the training effort. Among these resources are: the university (or governmental agency) personnel department staff, the library personnel department staff, and outside consultants. Four of the 15 libraries use all three; 3 use both university and library personnel staff; 2 employ an outside library consultant and their own library personnel department staff; and 1 has called on an outside consultant and university personnel department staff. Among the remaining 5 libraries, 3 use only library personnel staff for training, 1 uses only the library's personnel department staff, and 1 uses only an outside consultant.

The 15 libraries also have conducted training programs on a wide range of topics thus far. Among the topics are: introduction to TQM; facilitator training; team-leader and team-member training; consultation training; workshops on values, improvements, and processes; workshops on communication, teamwork, and empowerment; special TQM training for administrators; effectively handling customer complaints; brainstorming to improve customer service; and time management.

Written Policy. Somewhat surprisingly, few of the libraries have a written policy or strategy for their quality programs. Of the 10 libraries that are part of a university or governmental agency quality program, only 3 have written documents, 4 have none, and another 3 do not have one but are considering writing one. Among the 5 libraries at institutions with no institution-wide program, none have written policy statements and only 1 is considering preparing one.

Staff Guidance. All but 1 of the 15 libraries with quality programs under way have established some form of steering committee, advisory group, or coordinator. Three have designated a coordinator. The remainder have appointed steering or advisory committees. In 3, the committee has representatives from all staff levels and departments; another 3 have committees comprised of administrators and supervisory department heads; at 1 the committee consists of administrators and representatives from library departments; 1 has members appointed devoid of representation requirements; and 1 has an advisory group selected from its library personnel department staff. Two of the libraries provided no description of the make-up of their committee in the survey response.

In response to a question about the extent of involvement of unions and contract/bargaining bodies in the quality program, only 5 indicated some level of participation. Most of the participation is at a minimal level. Two indicated union members received no special notice, but were informed of the program along with other staff. At 2 institutions, library union members participated as part of the university's or government agency's committee structure. Only 1 library actively includes formal ties, by means of a "partnership" between the quality program steering committee and the library's joint union-management policy advisory councils.

TQM-oriented Projects and Activities Currently in Progress. The libraries involved in TQM programs are using their new techniques to focus on a variety of functions and tasks. Some of these are: installation of a new integrated online system; restructuring of staffing/workflow configurations in technical and support services; writing a library vision/mission statement; batch-loading and indexing NOTIS tapes; speeding up ordering and distribution of supplies and equipment; speeding up shelving; streamlining and improving order processing; conducting organizational change workshops; training of cataloging department staff; development of a staff recognition program; preparation of a grant proposal; processing interlibrary loan requests; creating an environment of participatory management among staff; establishing "Quick Start" teams; improving student hiring; allocating travel to staff; improving serials processing; presenting cultural diversity workshops; and team building.

ISSUES AND TRENDS

At this time, only a small segment of the Association of Research Libraries membership is actively involved in formal quality improvement programs. In some instances, this involvement is part of a larger program at the institutional level, but in several instances the library has initiated the program on its own. It is clear that those who have turned to quality improvement programs have done so eagerly and with a strong sense of commitment. The fact that they recognize the value of a philosophy that emphasizes quality of service to library users first is indicated by the wide variety of library functions in which they are currently applying quality improvement techniques. The number of members adopting quality improvement programs should increase rapidly in the next few years as those members currently considering a commitment to such a program make their decisions and others hear about the success of their fellow member libraries. As a result, also, the knowledge of and experience with quality improvement programs among the ARL membership will be significantly enhanced.

This Kit and Flyer was compiled by Jack Siggins, Library Consultant, and Maureen Sullivan, OMS Organizational Development Consultant, and was prepared as part of the OMS Collaborative Research/Writing Program.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Quality Improvement Programs in ARL Libraries

A SPEC Kit compiled by

Jack Siggins
Library Consultant

and

Maureen Sullivan
Association of Research Libraries, Office of Management Services

September 1993

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In 1993, the Systems and Procedures Exchange Center (SPEC) celebrates its 20th year of promoting experimentation, innovation, and improved performance in the field of library management through the publication of the SPEC Kit series. Established in 1973, the primary goal of the SPEC Program is the identification of expertise and the encouragement of its exchange among library staff. SPEC serves as a central information exchange among ARL members and other members of the library community world-wide for information useful for strengthening library operations and programs. Through survey and review processes, SPEC gathers, analyzes, and distributes information on the management of human and material resources in libraries, including current library issues, trends, and management techniques.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 196

Quality Improvement Programs in ARL Libraries

September 1993

Table of Contents

University and Library Context

University of Alberta
Operational Support Services Restructuring 3
Operational Support Services Advisory Planning Task Forces 5

Duke University
Organizational Issues 7
Statement of Vision and *Guiding Principles* 8

University of Michigan
M-QUALITY 9

University of Minnesota, Twin Cities Campus
Vision Statement 17

New York State Library, Office of Cultural Education
OCE Quality Council Meeting 19

State University of New York at Buffalo
A Commitment to Service Excellence 25

Library Programs

Association of Research Libraries
Office of Management Services
A Draft Model For Adopting Total Quality Management in a Research Library 27

Duke University
Continuous Improvement 41

Georgia Institute of Technology
Proposal for *Continuous Quality Improvement Champion* 61

University of Minnesota, Twin Cities Campus
Purchasing TQM Team 65
TQM Project 67
Analysis of Perceived Customer Needs 73
TQM and Circulation Processes 75
Roles of Leaders and Facilitators 76
Central Technical Services TQM Project 79

Pennsylvania State University
CQI Teams Master List 83

Wayne State University
Library System QUEST Team Projects 87
University Libraries System QUEST Team Report Forms 88

Training

University of Alberta
Role of Office of Staff Development and Training 93
1.5 Day VIP Workshops 94

Association of Research Libraries,
Office of Management Services
Workshop outlines from *Total Quality Management* and
Managing Quality Libraries: Essentials of TQM 99

Harvard College
Change and Renewal: Team Training Program 101
Quality Team Training Schedule 103

University of Michigan
"Concepts and Practices" 105

Pennsylvania State University
Continuous Quality Improvement 117

Wayne State University
QUEST Orientation Session 119
Sample Facilitator's Agenda for 1/2 Day
QUEST Planning Session 126

Selected Readings 127

SYSTEMS AND PROCEDURES EXCHANGE CENTER

UNIVERSITY AND LIBRARY CONTEXT

University of Alberta **Inter-departmental Correspondence**

to Members, OSS Advisory Planning Teams date November 30, 1992

our file:

from Sieglinde Rooney
Associate Librarian, Operational Support Services your file:

subject **Operational Support Services Restructuring**

As you are aware, the current fiscal environment dictates that the Library pursues and refines its strategic plans in order that it may meet the required tax assessment over the next three years. As we explained during the recent budgetary meetings, not only will each area be affected, but also that the OSS area will initiate the Library's restructuring by having its members conceptualize an organizational workflow that will meet the challenges of the future.

Composition:

In keeping with the Library's V.I.P. commitment, I am hereby striking a number of Planning Teams whose composition also includes staff from the unit libraries. I am convinced that such representation will heighten awareness of our respective areas and bring different perspectives to our deliberations.

Attachment 1 indicates the team members with whom you will work. I note from the Office of Staff Development and Training that a great number of you will have attended the V.I.P. overview sessions by mid-December. It is for this reason that I have also suggested your team leader.

Mandate:

In order to provide the necessary focus for your discussions I attach the dual mandate. (Please see Attachment 2)

Each team has been assigned the same primary mandate. However, since the range of other issues is wide, I am also seeking your thoughts on specific topics/processes. This second portion presents an opportunity to collaborate and discuss your specifically assigned topics with other teams. Attachment 3 outlines the team assignments for the categories from the secondary mandate.

Consultation:

You are encouraged to consult with all appropriate areas and in particular with staff in the unit libraries.

Since the Library has only one copy of the DRA manuals at this time, I would ask that you sign them out from ITS when you need them. Please keep in mind that others may also wish to consult them.

Help:

Your participation in the process is essential to the outcome. In order that you are better equipped to deal with the issues, I have asked Don Caplan to give a special half-day session for each team. Please see Attachment 4 for the Help Sessions.

In order that we may clarify our expectations of our team leaders I have asked Don Caplan to have an initial meeting with all Team Leaders and me on December 15.

In addition to the initial Help Sessions Don Caplan may also, time permitting, be available to facilitate your decision-making. Please have your team leader contact Tina James to determine his availability.

Timeframe/Report:

I would expect your written advice for consideration to be ready no later than **February 22, 1993.** I envisage that your concise reports will not exceed 10 pages including any appendixes. If you wish, you may also present your report using only graphics.

If you require additional assistance or if you wish me to meet with your team please contact me.

:sr
cc: E. Ingles
D. Caplan

Team reports have been reviewed + phase 2 of project is in place i.e. teams looking at issues arising out of phase 1 reports + dealing with specific areas eg. cataloguing, invoices, aquisitions etc

Attachment 2

OPERATIONAL SUPPORT SERVICES

ADVISORY PLANNING TASK FORCES

MANDATE:

Primary Mandate:

To consider and advise on an organizational model for the Library's Operational Support Services that incorporates all functions traditionally referred to as technical services (ordering, receiving, paying, cataloguing, processing, database maintenance).

The following opportunities and constraints should guide the discussion and be reflected in the advice:

1. A reduction of 45-50 positions in Operational Support Services to be phased in beginning 1993/94 fiscal year and completed by 1994/95 fiscal year.

2. The Library's integrated automated system (This does not require a detailed knowledge of DRA but rather a focus on the essential tasks to be performed).

3. An essentially static matarials budget for the next three years along with continuing rise in serials prices. (Statistics will be made available).

Secondary Mandate:

To examine the specifically assigned topic(s) in the general context of the overall library performance of technical services functions, without limitation as to how the task is presently done or how the subject is presently approached. The topics are to be interpreted broadly.

The focus is on three major areas: Processes; Standards/Training; Types of Materials.

A. Processes

1. Ordering material
2. Receiving and paying for material
3. Searching for bibliographic and pricing information

4. Copy (derived) cataloguing

Attachment 2

5. Original cataloguing
6. Database maintenance (corrections and changes)
7. Authorities
8. Materials processing (including barcoding, labelling, packaging, bindery)
9. Gift materials

B. Standards/Training

1. Standards - internal standards, standards in relation to the external library community
2. Staff training and development
3. Quality control and measurement

C. Types of Material

1. Government documents
2. A/V material
3. Maps
4. CCL material
5. Music material
6. Curriculum material
7. Microform material

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JDC@MAIL.LIB.DUKE.EDU

May 13, 1993

TO: All Members of Perkins Library Staff

FROM: Jerry D. Campbell JDC

RE: Organizational Issues

The purpose of this memorandum is to invite you as a member of the Perkins Library staff to provide me with your thoughts and suggestions about the organizational structure of the Library. I have been considering our organizational structure over the spring semester and, as you are probably aware, recently took the executive committee off-site for two days to discuss issues of library organization. Before I make decisions about how to alter the organizational structure, however, I would like to hear about any ideas or recommendations concerning structure that you might have.

There is a very specific goal behind this review of the Perkins Library organizational structure. As the new, increasingly electronic information environment emerges, we must **create a library organization with flexible structures and processes that will enable us more rapidly and effectively to incorporate new methods of offering information and services while still maintaining the key functions of our traditional operations** . In order to accomplish this goal within our existing budgetary resources, we will pursue these objectives:

- increase the Library's technological capabilities
- increase the technological expertise on the staff
- shift more financial resources toward new methods of offering information
- streamline supervisory layers (currently one in every four staff members is a supervisor)

While I will be glad to hear from you regarding any organizational change that might improve the Library and its ability to offer services, I am particularly interested in suggestions that move us toward this goal and these objectives. Also keep in mind that we will be using Continuous Improvement to improve our processes and procedures. So ideas that take advantage of the CI team concept, that employ its analytical tools, and that focus on our users are particularly appropriate.

I would like for you to provide me with your suggestions in writing by **Friday, May 28, 1993**. You may send them to me by letter or memorandum or by e-mail. If you use e-mail, please use the subject "Organizational Issues." I welcome your comments on any aspect of the Library including areas outside your own department. I would be glad for you to sign your responses, but I will also receive them anonymously if that will encourage you to be bold, creative, and candid.

Attachments: Current Organizational Chart
Statement of Vision and Guiding Principles

Perkins Library

VISION: Our ongoing mission is to support the teaching, study and research endeavors of Duke University. As part of an institution dedicated to leadership in higher education, we are also committed to providing new models for libraries. By actively creating the library of the Twenty-First Century, we aim to ensure the future vitality of the library's mission.

Guiding Principles

OUR USERS

- We base everything we do on the needs of our user community.
- We succeed as a library only by understanding, meeting and exceeding users' needs.

OURSELVES

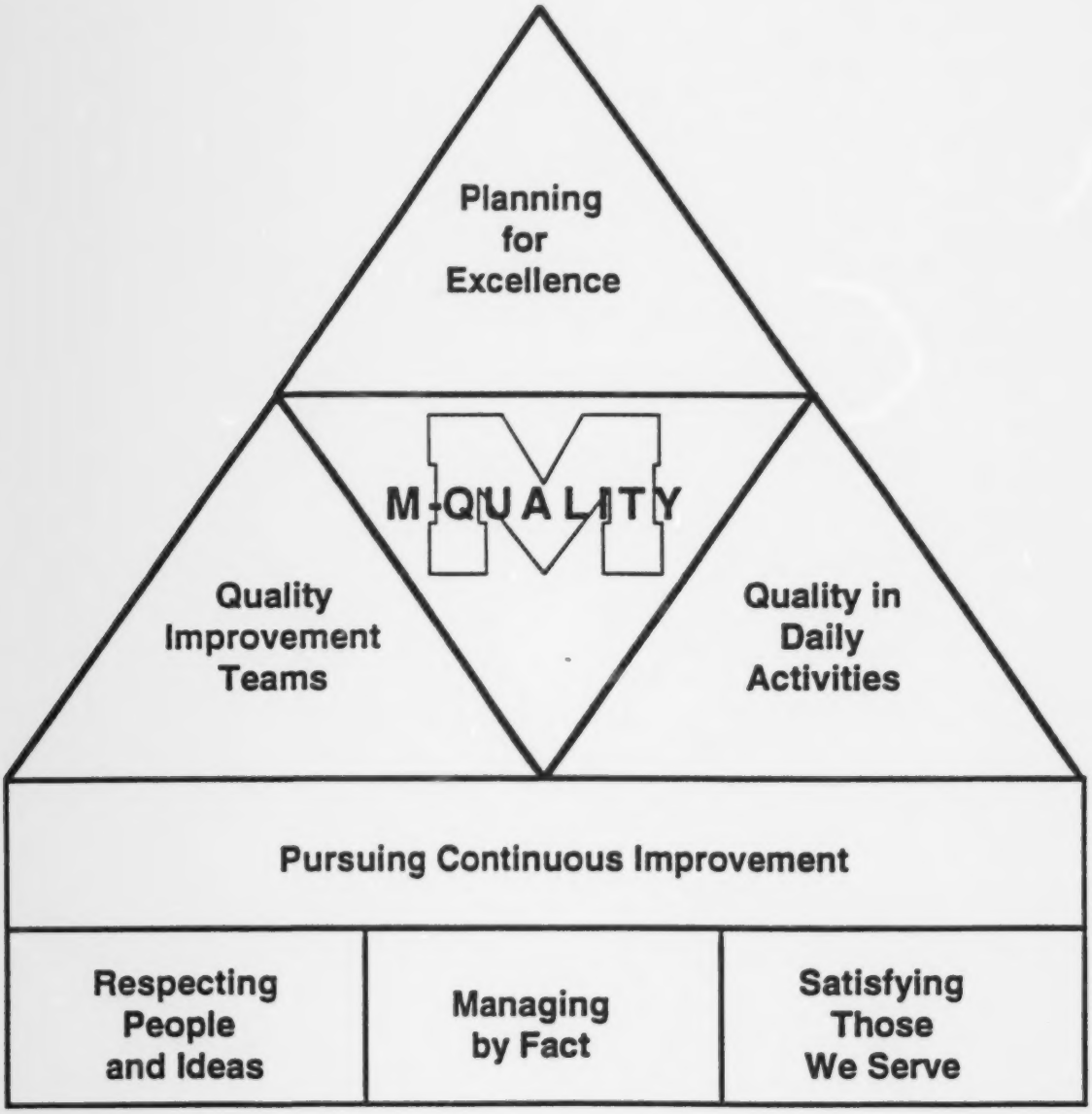
- We recruit, hire and reward staff committed to continually improving their work.
- We achieve excellence by direct involvement in making decisions about our work.
- We have the opportunity, responsibility and authority to engage in continuous improvement of services and processes.
- We are committed to staff development and empowerment.

OUR ENVIRONMENT

- We create a supportive atmosphere for innovation, experimentation and risk-taking.
- We are committed to fair, honest and respectful treatment of all individuals.
- We affirm the value of humor and community in the workplace.

OUR COMMITMENT TO SERVICE

- We are committed to outstanding service to our users.
- We continuously improve our service through responsible stewardship of our resources.
- We are committed to outstanding service to one another in all areas where our work is interdependent.


Planning for Excellence
M-QUALITY
Quality Improvement Teams
Quality in Daily Activities
Pursuing Continuous Improvement
Respecting People and Ideas
Managing by Fact
Satisfying Those We Serve

PRINCIPLES OF M-QUALITY

- Respecting people and ideas
  - Take each other and each other's work seriously
  - Recognize the person behind the work
  - Listen to each other, and to the reasons people disagree
- Managing by fact
  - Look at the entire work process, and at the facts
  - Identify the underlying problem
  - Use the data as a basis for decision making
  - Don't tamper with a system when the data says it's working
- Satisfying those we serve
  - Identify the people who use the results of YOUR work
  - Recognize which co-workers and other university staff use the results of your work
  - Negotiate with those who use your work in order to meet their real needs most efficiently
  - Check often to see if you are meeting the agreed-on needs
- Pursuing continuous improvement
  - Plan-do-check-act
  - Review the facts, and find the underlying problem
  - Try a solution that fits the facts
  - Check to see whether your solution improved your results
  - Refine your solution

M-QUALITY

M-QUALITY TRAINING FOR UNIVERSITY OF MICHIGAN STAFF

CONTENT	WHO ATTENDS?	OBJECTIVES	LENGTH	PREREQ.?
I. M-QUALITY ORIENTATION: Offered September, 1992 - August, 1993. No fee.				
Overview, plans; basic principles	All UM staff and administrators.	Staff familiar with concept and plans; ready for training.	2 hours	None
II. M-QUALITY AWARENESS: Offered Fall 1992 - Spring 1995. No fee.				
CONCEPTS & PRACTICES Training in basic concepts; how-to.	All staff, when dept. is beginning its teams.	Staff ready to apply concepts or join a first team	2 half days	Orientation
MANAGERS' APPLICATIONS What is needed from supervisors.	Anyone who manages the work of others.	Awareness of role of supr. *Intro only. See below.*	1 half day	Concepts & Practices
QUALITY IN EVERYDAY LIFE/ON THE JOB QI concepts for individual jobs.	Staff members other than supervisors	Staff ready to use quality tools in their own jobs.	1 half day	Concepts & Practices
III. TEAM LEADER AND FACILITATOR TRAINING: Beginning 1993. Fee TBA				
TEAM LEADER TRAINING Leading the QI Story process.	Those who will actually lead a team.	Able to lead a team; know the process and the tools.	5 days	Awareness Training: Mgrs' Applic. or Qual./ Everyday Life/Job
FACILITATOR TRAINING Facilitating team dynamics	Those who will facilitate QI teams.	Can help teams & team ldrs in learning to use QI tools	4 days	Team Leader Training
IV. SUSTAINED MANAGEMENT TRAINING: Revised continuing management training program. Beginning Fall, 1993. Fee TBA				
MANAGEMENT DEVELOPMENT Continuing training in leadership skills, empowering staff and teams.	Those who manage the work of others	Managers provided with skills for the M-Quality workplace	Ongoing; as needed.	Managers' Applications

SUGGESTED READINGS

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WHAT DO WE MEAN, "QUALITY"?

The word "quality" used in connection with a product usually means that the product is an excellent example of what such a product was intended to be; that it and its component elements are superior to other products of the same type.

When we refer to the quality movement or to the University's M-Quality plans, we need to put this "product quality" definition aside and to think more broadly.

M-Quality is an approach to the University's work, and to satisfying the people we serve. It is an approach that encourages positive change by:

- emphasizing the abilities and knowledge of staff members, as they work individually and within teams.
- seeking participation in decisions about work processes, design, methods and materials by those who are most familiar with the work.

It is

- a method for evaluating and resolving problems by gathering the appropriate facts (data) to indentify and eliminate the root causes.
- making small, incremental improvements to the work we do and the services we provide, day by day, to realize substantial gains over time.
- "doing it right the first time, for the right reason" to avoid waste and rework.
- respecting people, their ideas, their creativity, and their approaches because "many heads are better than one" when it comes to doing things better and solving problems.
- treating people we serve and work with every day **better** than we expect to be treated ourselves,

This kind of "Quality" is not just a trait that attaches to something. It's *action*, it's a *way of doing things.* It's a way of *thinking.* It is *behavior.*

As people start to think and act in this way, the entire organization changes. Communication is easier; conflicts are easier to solve. There are more opportunities to get involved and more support for people who **do** get involved. So it is, in fact, a new way of working and living together in the workplace.

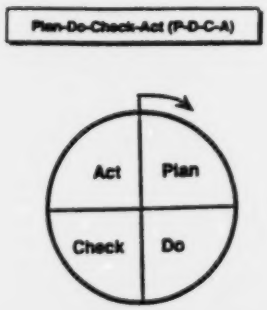
University Stores'
SUPPLY LINE

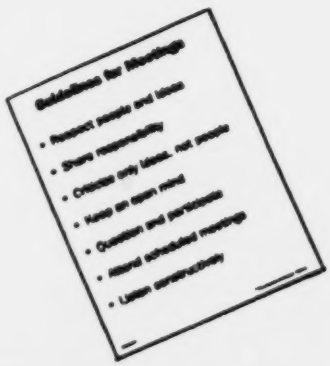
December 1992

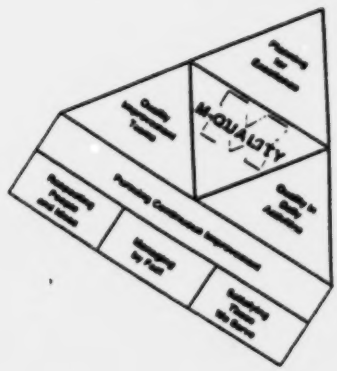
M-QUALITY POSTERS ARE AVAILABLE FROM UNIVERSITY STORES!

To support the University's M-Quality efforts, Stores is pleased to announce the availability of M-Quality Posters. Departments may requisition these posters by stock number at no charge:

Stock Number	Item	Size
292680	*P-D-C-A Cycle Diagram*	*17-1/2 x 23"*
292692	*M-Quality Triangle*	*17-1/2 x 23"*
292709	*Guidelines for Meetings*	*17-1/2 x 23"*
292710	*Guidelines for Meetings*	*8-1/2 x 11"*







Remember to order your other M-Quality supplies at the same time:

#283708	Easel, Flip Chart, telescoping tripod, tubular rubber-tipped aluminum, 28 x 36" closed, expands to 5ft 8" high, portable 5 lb shipping weight	$54.11 each
#283711	Easel Pad, 27 x 34", faint-ruled	6.90 each
#289504	Colored Markers 8/set	3.32 per set
#292679	*The Team Handbook* by Peter R. Scholtes, et al.	31.50 each

Notes:
M-Quality "Storyboards" are available from the Office of the Assistant Vice President for Academic Affairs at 764-3185. "Storyboards" will be available to formally approved Quality Improvement Teams that will be following the problem solving process set forth in the report entitled, *M-Quality: Continuous Improvement at the University of Michigan.*

The *M-Quality Team Member Manual* is expected to be available in the next several weeks.

University Stores ***3580 Varsity Drive 2227*** ***Phone: 998-7070 FAX: 998-7289***

21

University Stores'
SUPPLY LINE

Now available:

The M-Quality *Team Member Manual*

The M-Quality Team Member Manual provides useful information for quality improvement teams. It is a 78-page, paperbound, 3-hole punched manual available from University Stores. Team leaders and facilitators involved with M-Quality improvement teams wishing to order the manual for their team can use a Store requisition and order stock number *292722*. There is no charge for the M-Quality Team Member Manual.

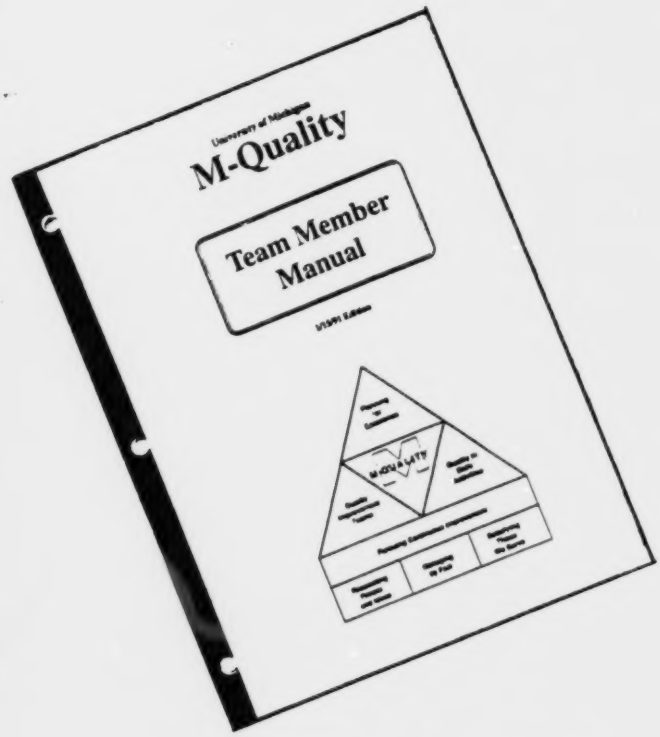


Table of Contents	
Unit 1:	Concepts of M-Quality
Unit 2:	M-Quality Improvement Teams
Unit 3:	M-Quality Improvement Story & Problem Solving
Unit 4:	Getting Started: The First Steps
Unit 5:	Pareto Chart and Problem Statements
Unit 6:	Ishikawa ("Fishbone") Diagram
Unit 7:	Other Quality Control Tools
Appendix:	Glossary of Terms

University Stores
-the University of Michigan
January 1993

3580 Varsity Drive
2227

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FAX: 998-7289

22

U-M FILM & VIDEO LIBRARY

Suggested Films & Videos on Total Quality Methods

THE DEMING LIBRARY:

- America in the Global Market
- The 14 Points
- Understanding Profound Knowledge
- Competition, Cooperation, and the Individual
- The Quality Leader
- The Red Bead Experiment and Life
- Lessons of the Red Bead Experiment
- The Funnel Experiment

OTHER VIDEOS:

- The Abilene Paradox
- The Business of Paradigms
- Excellence in the Public Sector
- Group Dyamics: Groupthink
- In Search of Excellence
- The Machine that Changed the World (a series)
- Meetings, Bloody Meetings.
- More Bloody Meetings
- A Passion for Excellence
- The Power of Vision
- Quality Revolution
- We're on the Same Team, Remember
- Quality or Else (on order and will be available shortly)

All materials in the Film and Video Library are available at no charge when used in U-M courses and other U-M sponsored programs and department meetings. Reservations may be made by phone (764-5360), by campus mail, or in person at the FVL office in Room 207/UGLI. Materials that have been reserved in advance are made available for personal pickup/return at the Circulation Desk of the Undergraduate Library.

DRAFT IV

University of Minnesota Twin Cities Campus Libraries
VISION STATEMENT

The University Libraries is a dynamic educational organization whose staff delivers information to users where and when they need it in a format best suited to their needs regardless of where the source material is located.

University Libraries is a leader in the collection and preservation of internationally recognized research materials. The Libraries develops its collections in cooperation with other libraries in the state, region, and nation to support the University's research, teaching, and service mission.

The collections of the University Libraries are under bibliographic control and accessible electronically. The University Libraries plays a leadership role in the global effort to organize information and make it accessible.

Access to information whatever its source is provided through state-of-the-art, networked electronic access and document delivery systems to users both on and off campus. A full range of library services is available at one's work station.

The University Libraries is a leader, in partnership with campus information technology units and organizations, in the development of campus-wide information policy and infrastructure to insure effective, equitable, and integrated access to information for our users.

The Libraries has a nationally recognized program in information literacy. Library users are taught how to navigate the networks as well as how to assess information and evaluate its merit and reliability. Librarians collaborate with students and faculty in stretching the boundaries of knowledge, in developing curricula, and in exploring new approaches to the integration of knowledge.

The University Libraries' organizational structure insures the delivery of the information services which users need by providing effective management, competent staff, and state-of-the-art technology. The composition of the staff reflects the diversity of the communities served by the Libraries. Staff members are well trained, supported, and empowered to achieve this vision of the University Libraries. Staff are committed to the continuous improvement of quality in every service and operation.

12/29/92

OCE QUALITY COUNCIL MEETING
March 29, 1993

WHAT'S HAPPENING NOW

Total Quality Management Principle: Customer-oriented public service

OCE-wide

- ♦ OCE access for people with disabilities will be emphasizing customer input this year
- ♦ Contacts with other state agencies and/or collaborative efforts

Educational TV and Public Broadcasting

- ♦ Production of electronic town meetings
- ♦ On-going service to Department units and their consultants
- ♦ Team approach to projects

State Archives and Records Administration

- ♦ SARA Advisory Committees made up of representatives of relevant customer groups including:
  - •Local Government Records Advisory Council
  - •Reference Advisory Committee
  - •Center for Electronic Records Advisory Committee
  - •Building Partnerships Advisory Committee
  - •General Schedule Advisory Committee
- ♦ Routine review by selected customer (often beyond advisory committees) of draft publications and other products
- ♦ BRAD's new liaison system

State Library

- ♦ Reference interview
  - •custom need focus
  - •doing right first time
- ♦ Network Services Advisory Committee (gets customer input)
- ♦ Hypercard tour of Library
  - •customer informed, user friendly
- ♦ Public Service Committee
  - •focus on customer
  - •improve procedures to improve service
- ♦ Circulation Desk customer survey for service improvement
- ♦ Gov. Services Users Advisory Group
  - •collects customer input
  - •participant observers
- ♦ Ad hoc group of agency librarians
  - •to improve customer service

- ♦ Regular meetings with SUNY and RPI library coordination expedited interlibrary loan
- ♦ Study Group, SED staff input on Library services to Department

State Museum

- ♦ Series of Museum Advisory Committees seeking customer input
  - •industry
  - •geology
  - •legislature
  - •visiting committee
  - •Museum's Advisory Committee (other NY museums)
  - •more to follow

Total Quality Management Principle: Empowering employees

OCE-wide
- ♦ Two-way communications with Deputy Commissioner's Office
- ♦ Diversity Task Force is using inclusive participatory approach

Educational TV and Public Broadcasting
- ♦ Public Broadcasting , collaborates with the rest of SED
  - •grants apps.
  - •productions

State Archives and Records Administration
- ♦ CAIC in Archives provides staff feedback mechanism
- ♦ Broad staff involvement in planning
- ♦ Strong support for professional involvement and development for *professional staff*
- ♦ Has conducted two climate assessments in the last six years
- ♦ User's Guide Review Team with authority to approve final products
- ♦ Team approach to appraisal and analysis projects in BRAD
- ♦ Appraisal discussion meetings
- ♦ Technology discussion meetings

State Library

- ♦ Staff Development Committee of Library
- ♦ Parallel Organization of Library
  - •reps from all parts of Library to give Management feedback, i.e, establish service principles
- ♦ Formal team structure in Reference Services and LGS

State Museum
- ♦ More participation in budgeting process in the Museum
- ♦ Museum Education Renovation project - improved service to public

Total Quality Management Principle: Continuous improvement of processes

Educational TV and Public Broadcasting
- ♦ Use of latest technology formats in projects (e.g., extensive use of satellite technology)
- ♦ Regular updating of data collections procedures and analysis

State Library
- ♦ Cleanup of Collection Management System

State Museum
- ♦ Museum Accessibility Committee is using Quality process tools to develop an action plan
- ♦ Internal financial tracking system -- provides data on what programs cost

Total Quality Management Principle: Strategic Planning

OCE-wide
- ♦ OCE-wide strategic planning effort is customer oriented and relies on principles on continuous improvement
- ♦ Deputy Commissioner has made quality a priority and has committed resources

State Archives and Records Administration
- ♦ Archives strategic plan
- ♦ SARA has a robust, participatory, and well established strategic planning process. More importantly we have an organizational culture that takes planning seriously. Our planning process has been improved.

Educational TV and Public Broadcasting
- ♦ Strategic plan for the Office
- ♦ Preparation of a Regents-approved plan for video technology
- ♦ Office participation in the Statewide Distance Learning Group

State Museum
- ♦ Museum Strategic Plan included reformulated Mission, many working groups, some now underway (cross-functional)
  - •Publications
  - •Public Programs
  - •Temporary Exhibits
    - -special arrangements with Archives and Library

THINGS THAT NEED IMPROVING

- ♦ Phone service to public
- ♦ Memo writing, i.e., no names, jargon, no phone numbers
- ♦ Too short turnaround on tasks
- ♦ Internal mail delivery, i.e., "all staff" circulation
- ♦ OCE is customer of other parts of SED, must develop strategy to use status as customer to get improvement
- ♦ Rewards, recognition for work done

- Understanding of participative management, including the roles of leaders and managers
- Training to understand the differences between consensual decisions and input for management decisions
- Measurement and data collection
- Seeking input without regard to hierarchy, effect on morale and self-worth
- Learning how to use process tools
- Systematic look at current work processes and finding improvements
- Improved meetings, use facilitators, agendas, etc.
- Sharing of resources across offices, e.g., services, equipment, space
- Dating and noting responsible office on all manuscript documents
- Level of personnel skills are generally very low in OCE. Supervisory and people skills are not valued. These skills or even aptitude for supervisory tasks are rarely a factor in who is promoted (often into supervisory positions). Little **quality** (with a small "q") managerial or supervisory training provided or available
- Lack os SED-wide, OCE-wide, or even unit personnel resources policy. Limited adherence to statewide policies (e.g., merit system, Civil Service laws and regulations, affirmative action recruitment)
- Lack of flexibility in improving processes. Too much micro-level management and personal investment in existing process as on the part of management.
- Risk-taking is only encouraged if it is successful or skillfully executed. Therefore, only secure mid and senior level staff willing to take risks. Lower-level and new staff normally feel threatened.
- Overuse of written communication. This means managers only rarely engage staff as individuals
- Lack of smooth cooperation across units. Lack of personal interaction between staff from various units. Too much battling over turf.
- Staff development needs of support staff not addressed at all by OCE

NEXT STEPS

Communication

- Publish notes from this meeting (*OCE-GO-ROUND*)
- Sort into categories of Quality Management
- Continual, not all at once
- Standard column in *Go-Round*
  - solicit ideas from readership
  - Q and A format
  - commentary
- Awards for Quality
- Interactive small groups participation
- Detailed briefing, half-day training for team leaders or equivalent
  - by unit
  - customized

bring up the relationship with Central Administration

- Training for Central Administration to be responsive to program areas
- ID a few issues, i.e., budgeting and financial reporting

EVALUATION

- This group to continue
- Meet approximately once every two months
- To lead the movement to Quality

University at Buffalo Libraries - A Commitment to Service Excellence

STATE UNIVERSITY OF NEW YORK AT BUFFALO

As part of a broader Service Excellence program for the University at Buffalo Libraries, the Service Excellence Task Force developed the following philosophy and policies statements. The Task Force consulted with staff in all represented units, asking "What does service excellence mean to you? Why do you feel service excellence is important? With the exception of increased staffing, what one thing could the University Libraries do to enhance your ability to provide excellent service?" With responses in hand, the Task Force recognized major areas of mission, service, management, communication, training, interaction, and supervision which needed to be addressed.

After extensive drafting and discussion, the Task Force sought and gained approval to establish this credo. The final document presents an effective and concise statement of our shared values. It is far more than a series of platitudes, because it was conceived as a "two-way street," addressing the responsibilities and commitment of both management and staff.

The Task Force believes the staff will find in these statements both guidance and encouragement. This document gives to the University Libraries a substantive, visible communication of its mission and practices, as well as a blueprint to continued excellence in service to its various constituencies.

Barbara von Wahlde
Associate Vice President
for University Libraries

Service Excellence Task Force:

Judith Adams
Director*
Lockwood Library

Joan Halstead
Clerk II
Central Technical Services

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Head of Serials
Health Sciences Library
Task Force Chair

Ken Hood
Staff Development Officer
University Libraries

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Senior Assistant Librarian
Undergraduate Library

Michael Kankiewicz
Clerk I
Science and Engineering
Library

Mary Ann Wachowiak
Clerk III
Law Library

Philosophy of Service

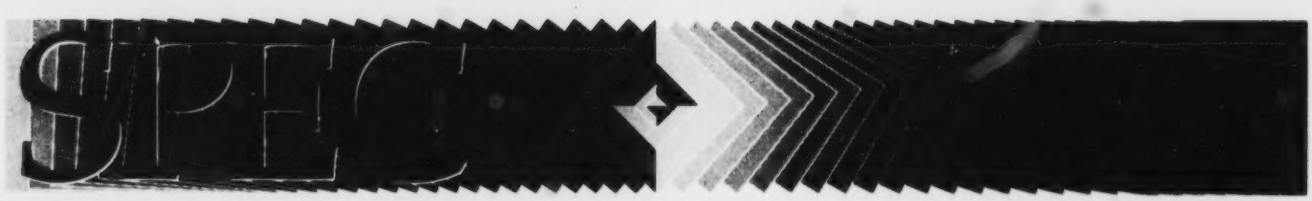
The University Libraries at the State University of New York at Buffalo subscribe to the following fundamental service values:

- Understanding of the Libraries' role within the University's mission.
- Commitment to high quality programs and operations.
- Openness to the concept of change.
- Responsiveness to the needs and priorities of our users.
- Commitment to providing equitable access to the Libraries' resources and systems.
- Obligation to work as a team.
- Necessity for every library administrator and supervisor to set the example for both service commitment and excellence.
- Accountability of every staff member for efficient and effective work in pursuit of excellent services.
- Availability of training and development opportunities for all staff.
- Recognition that the contributions of every staff member are vital and valuable to the Libraries' service mission.

Service Policies

The University Libraries of the State University of New York at Buffalo endorse the following service-related policies:

- Respond to user needs and priorities in a professional, timely, courteous, and helpful manner.
- Offer programs and services that are responsive to culturally diverse users and foster an appreciation of diversity among library staff.
- Promote information literacy and empowerment for all members of the University community.
- Monitor service delivery and work performance on a regular basis to maintain responsiveness to users and effective operations.
- Develop and utilize technologies that increase information access within the context of responsible budgetary management.
- Maintain active and influential roles in the networks and cooperative endeavors in which the Libraries participate.
- Promote access to remote library collections and information as a supplement to local resources.
- Publicize and market the Libraries' services and resources both within and outside the University.
- Identify potential sources of monetary and moral support which will allow the Libraries to experiment with and offer new services.
- Recruit, train, evaluate, and promote staff with service as a primary consideration.
- Maintain open lines of communication and consultation regarding library policies and programs among library management, staff, faculty, and users.
- Consider that the individual behaviors and actions of staff members have an impact on the image of the Libraries and their services
- Exercise initiative and make decisions at the most immediate level.
- Encourage understanding and sensitivity for each other's roles and responsibilities.
- Recognize, engage, and celebrate the skills, knowledge, potential, and accomplishments of all staff.
- Provide opportunities for staff development through a responsive training program, continuing education, and professional involvement.
- Maintain a safe, healthy, comfortable work and study environment which fosters productivity, staff morale, and institutional pride.



SYSTEMS AND PROCEDURES EXCHANGE CENTER

LIBRARY PROGRAMS

A DRAFT MODEL FOR ADOPTING TOTAL QUALITY MANAGEMENT IN A RESEARCH LIBRARY

Prepared for discussion at the

American Library Association Midwinter Meeting,

San Antonio, Texas

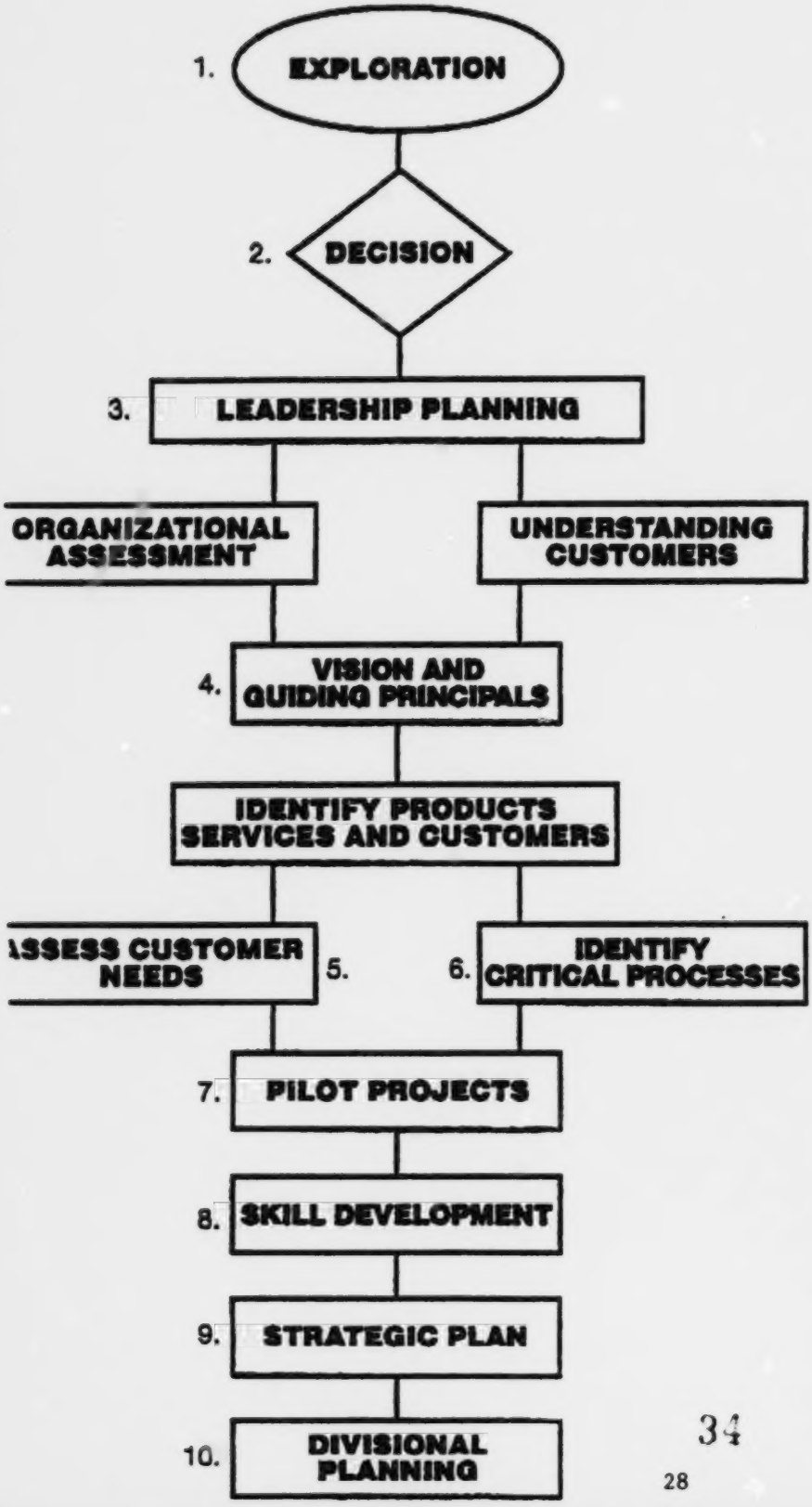
January 25, 1992

Prepared by
Susan B. Barnard,
Visiting Program Officer,
ARL Office of Management Services,
and Assistant to the Dean,
University Libraries and Media Services
Kent State University

ASSOCIATION OF RESEARCH LIBRARIES ◆ OFFICE OF MANAGEMENT SERVICES

21 Dupont Circle, N.W., Washington, DC 20036

TOTAL QUALITY MANAGEMENT
DRAFT IMPLEMENTATION MODEL



A DRAFT MODEL FOR ADOPTING* TOTAL QUALITY MANAGEMENT IN A RESEARCH LIBRARY

** The process of introducing total quality management into an organization is commonly referred to as "implementation." That term, used elsewhere in this document, seems to imply execution of a piece of work, or the imposition of a new and totally different operational structure, as is probably most often the case in the manufacturing or corporate sectors where TQM developed. However, in libraries, where the concepts of participative management, employee training and development, and responsive service to patrons are already established, a more integrative approach is possible, allowing us to expand and improve upon principles already observed while introducing some new ones. Therefore, in considering the potential of TQM for libraries, we may want to think, instead, in terms of "adopting a total quality approach," or "creating a total quality organization."*

INTRODUCTION: This model plan is presented for consideration, modification and development by members of the research library community who are familiar with the principles or the practice of total quality management. It is part of an effort by the ARL Office of Management Services to develop strategies and programs for introducing, or facilitating the development of, quality improvement in the research library environment.

The model plan is based selectively on materials from the following sources: GOAL/QPC, Methuen, MA ("Total Quality Management: Ten Elements for Implementation"); The Federal Quality Institute, Washington, DC ("How to Get Started Implementing Total Quality Management"); Oregon State University, Corvallis, Oregon (Coate, L. Edwin. "Implementing Total Quality Management in a University Setting"); the University of Wisconsin - Madison, and Harvard University; and also draws on many other sources addressing quality management in private and public sector organizations.

The model presents a holistic, library-wide approach to implementing or adopting total quality management, beginning with initiation by top management. It is generally agreed and emphatically reiterated that commitment by top management is essential to the lasting success of TQM in any organization. While initial activity may occur elsewhere in an organization and provide an example and impetus for wider interest and involvement, it is believed that such successes will be limited and short-lived without the support and commitment of top management, and the performance of certain functions by management, as outlined below.

Finally, although this model proposes the implementation process in four phases and ten steps, it's intention is not to imply that the steps and activities are strictly sequential. Rather, following initial exploration and the decision to implement quality management, some activities will be concurrent and some may be pursued in a different order than that indicated.

The terms "total quality management," "TQM," "quality management" and "quality improvement" are used interchangeably in this document.

PHASE ONE: FIRST STEPS (EXPLORE)

STEP ONE: EXPLORATION

The purpose of the exploration phase is to gather information toward developing a critical mass of knowledge among library managers about total quality management and its potential role and usefulness in their organizations. Activities may include reading and discussing key books and articles about TQM, particularly on its adaptation in educational and public sector, nonprofit organizations; visiting exemplary companies or institutions within the state and local area which employ quality management / improvement; engaging outside speakers or consultants; attendance of the library director / dean, and perhaps, other library managers at conferences or training sessions sponsored by various quality associations (e.g., GOAL / QPC, Association for Quality and Productivity); and participation in seminars sponsored by the ARL Office of Management Services.

ARL / OMS could offer one- or two-day seminars designed to prepare library managers to make informed decisions regarding the implementation of quality management. These seminars would provide brief historical background on the quality movement; define quality management; review its adaptation in educational and nonprofit organizations; introduce and develop meaningful understanding of key quality principles and processes; outline implementation strategies and plans; and present considerations regarding the decision whether to implement quality management, such as whom to involve in that decision.

STEP TWO: DECISION TO IMPLEMENT / MANAGEMENT COMMITMENT

The purpose of this phase is to build understanding of, and support for quality management implementation among top and middle managers and other key library staff. Reasons for reaching the decision to implement TQM are explained and discussed. Activities may include orientation sessions for all management and key supervisory staff, governance groups, or all library staff; and making resources available to provide further information to those who are interested (e.g., reading lists, copies of articles, and films / videos). Ample opportunity should be provided for concerns and questions about quality management to be aired and addressed. Strong commitment by top management to the implementation and continuation of quality management must be demonstrated during this phase and throughout the implementation process.

PHASE TWO: ORGANIZING FOR QUALITY (PREPARE)

STEP THREE: LEADERSHIP PLANNING

Ideally, planning for and implementation of quality management should be linked to organizational strategic planning. An organization familiar with articulating its vision and mission, and with establishing action plans and goals, is well-prepared to incorporate quality principles and procedures into those processes. The planning activities delineated here do not have to be conducted in strict order but are preparatory activities to be accomplished during the quality planning phase.

Organizational Assessment

Before embarking on a quality management endeavor, a library may want to determine whether and in which ways its cultural environment is, or is not, conducive to quality management. Organizations with total quality cultures have clear values and beliefs which frame quality processes and foster total quality behavior; their environments and operations are relentlessly managed to support those values and beliefs.[1]

A number of instruments and methods are available for assessing organizational culture, in general, and organizational readiness to adopt quality management, in particular. Some of these may have to be modified or adapted for use in research libraries. The article cited above presents a "Total Quality Culture Matrix" designed to identify current cultural values and targets for cultural change. Another relatively simple and easy-to-use instrument is the "Total Quality Management Inventory" by Gaylord Reagan (see appendix A). This inventory is designed for individuals at any or all levels of an organization to assess the emphasis the organization places on eight quality criteria: top management leadership and support; strategic planning; customer focus; employee training and recognition; employee empowerment and teamwork; quality measurement and analysis; quality assurance; and quality- and productivity-improvement results.

A more extensive assessment instrument is the Department of Defense's "Quality and Productivity Self-Assessment Guide for Defense Organizations," purportedly applicable to any government agency. Also, just as many companies use the criteria of the Malcolm Baldridge National Quality Award (for

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[1] "Culture can be defined as the values and beliefs that most members of the organization share. Beliefs are assumptions about what is true while values are assumptions about what is worthwhile or desirable." Linkow, Peter. "Is Your Culture Ready for Total Quality?" Quality Progress, November 1989, (page numbers not known).

which only private-sector companies are eligible) to conduct organizational assessment, non-profit organizations may wish to use the "Criteria and Scoring Guidelines for the President's Award for Quality and Productivity Improvement" (for which Federal agencies are eligible). Finally, another good set of criteria is that used for the Quality Improvement Prototype Award (for which smaller organizational units within Federal agencies are eligible).[2]

Understanding Customers

The core of the entire TQM process is understanding customers - external and internal, and relentlessly focusing on customer service and satisfaction. One indicator of the significance of customer service in TQM is the 300-point value assigned to the "customer service" category, out of a possible 1000 points in seven categories, in the rating system for the Malcolm Baldridge Award.

A comprehension of the principles and importance of customer service and satisfaction as a primary goal of quality management is critical for the fullest realization of its potential in libraries. Of all of the elements of quality management, two which are perhaps least familiar to libraries, yet are potentially most beneficial aspects of TQM for libraries, are customer focus and continuous improvement through statistical process control. Therefore, it is important to place special emphasis on these aspects when libraries pursue quality management.

All senior and middle-level library managers should have customer service and satisfaction awareness training early in the TQM implementation process. A timely schedule of similar training for department heads and all other staff in both public and technical services areas should be established. This could be accomplished with a one- or two-day training seminar which would cover identifying customer expectations, evaluating customer satisfaction, strategies and techniques for improving customer service and satisfaction, and helping staff to improve delivery of services. Comparisons and contrasts between traditional library service concepts and a true customer service focus should be included.

Vision and Guiding Principles

Another key step in the TQM process is the creation of a common understanding among top managers about what the organization should look like in the future and what principles will guide the actions they take to achieve the desired future. These agreements will become the basis for formal statements of the organizations' vision and values.

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[2] The instruments cited in this paragraph are recommended by the Federal Quality Institute in its "How to Get Started: Implementing Total Quality Management" but have not been examined by the compiler of this document.

A vision is a clear, positive, forceful statement of what the organization wants to be in three to five, or even ten years. A well-crafted vision, supported by concise guiding principles and action, can be a powerful tool for focusing the organization towards a common goal.[3] After the vision statement is completed, barriers to achieving it should be identified. These can then become the basis for developing action plans to deal with the barriers.

---

[3] from "How to Get Started: Implementing Total Quality Management."

PHASE THREE: NEXT STEPS (START-UP)

STEP FOUR: IDENTIFYING PRODUCTS, SERVICES AND CUSTOMERS

Another task will be to identify the services and products the library offers; identify principle external and internal customers and place them into major groupings (segmentation); and identify services and products provided to each group of customers. This activity may be combined with the preceding step (creating the library's vision and guiding principles) and accomplished in a one- to two-day retreat for senior and middle-level managers.

STEP FIVE: ASSESSMENT OF CUSTOMER EXPECTATIONS AND NEEDS

Three simple but important principles pertaining to customers are: 1) the most important part of any organization is its customer; 2) in order to attract new customers and hold old ones you have to satisfy their needs; 3) you can't satisfy their needs unless you know what their needs are.

Building on the results of the management retreat, an assessment of external customer expectations and needs for library services and products should be conducted. This assessment can be carried out by a subcommittee of the full senior / middle management group , or an appointed task force, coordinated by a senior manager.

Tools such as *surveys, interviews, customer complaints and feedback, focus groups, or a combination of these* may be used. Customer groups may be segmented and surveyed separately (e.g., different surveys for faculty and students). The purpose of the assessment is to determine customer expectations; to assess customer satisfaction with existing services, products and processes; and to identify problem areas and unmet customer needs.

Quality function deployment (QFD) is strategic tool for identifying and prioritizing customer needs, and then aligning an organization's products and services to meet them. Using QFD, customer needs and the characteristics of a service system can be placed in a matrix and compared. The subcommittee or task force may make recommendations on how the organization can address unmet customer needs or otherwise improve customer satisfaction.

Another task force or subcommittee may also be formed to assess internal customer needs and expectations.

STEP SIX: IDENTIFYING AND MEASURING CRITICAL PROCESSES

Every organization is made up of various processes which contribute to its ability to meet customer needs. A process is "a flow of work that progresses

from one person or one activity to another." A critical process is "an important process, defined by customer need, that is a major part of the mission of the organization." Identifying and evaluating the critical processes that drive an organization is vital to the continuous improvement of systems which is fundamental to TQM.

Using the subcommittee / task force results, the full senior / middle level management group will hold a second retreat to identify a maximum of ten of the library's critical processes that are necessary to the long-term functioning of the organization and its ability to meet customer needs. For each critical process one or two ways of measuring progress over time (i.e., strategic indicators) will be defined. *Organizational flowcharting* or *critical process charting* can facilitate these activities.

The group will then select two or three critical processes wherein pilot projects will be conducted. One or two processes directly benefiting external customers should be chosen, and perhaps one benefiting internal customers. In selecting processes for pilot projects consideration should be given to:

. importance of the process to primary customers;

. whether the process is experiencing difficulty and is recognized as needing attention;

. likelihood of eliminating waste (by saving money, staff time, etc.).

In other words, the pilot project process should be important to the organization and have a good chance of succeeding (i.e., "pick fruit that is closest to the ground").

STEP SEVEN: INITIAL PILOT PROJECT TEAMS

Initial pilot project teams are created to address the two to three issues and/or critical processes that have been selected as demonstration projects and targeted as high priorities for improvement. "Quality teams" are formed to get staff from various levels of the library involved in the quality management process and to create organization-wide participation in problem-solving. Teams meet on a regular basis and use a structured, problem-solving system to identify issues, gather and analyze data, and develop solutions. The team must agree to and abide by specific operating guidelines.

A pilot project team will be formed for each pilot project. Teams are usually comprised of no more than ten members, all of whom are major owners of the process, e.g., anyone who works on any part of the process, regardless of rank. Each team has a sponsor; a facilitator; a team leader; and team members. The role of each participant is known and clearly defined.

Sponsor - usually the highest level manager of the organizational unit that controls the process. He or she is not on the team but approves the results of and signs off on each action step taken by the team.

Facilitator - from another department than that where the process being studied resides, and therefore, is not expected to have the content knowledge which the team has. He or she is the owner of the TQM problem-solving model, teaches the team how to use the various TQM tools, and assists team members in communicating with each other and in coming to decisions.

Team Leader - the supervisor responsible for the performance of the selected critical process. He or she has three primary roles: information path between the team and the sponsor / management; logistics coordinator (e.g., scheduling team meetings, keeping team records, etc.); and implementor and evaluator of the team and its procedures (with facilitator).

Team Member - owners of an identified process, anyone who works on any part of the process, regardless of their status in the organization. Team members participate fully in team meetings and activities.

STEP EIGHT: TEAM MEMBER SKILL DEVELOPMENT

Sponsors, facilitators and all members of the pilot teams need to undergo quality team training.

Sponsors, Facilitators, Team Leaders and TQM Trainer (three people for each team plus alternate facilitators and team leaders, and a trainer or trainers; a total of at least 11 for two teams) will attend workshops on meeting management (two hours), team leader training (one day), and facilitator training (one to two days). All team participants will attend workshops on interactive skills (three hours), consensus decision-making (one hour), and the problem-solving process (two days).

The problem-solving process is perhaps the most important aspect of team training and team dynamics as it is the blueprint according to which teams conduct their work. The problem-solving model accomplishes three objectives: develops among all team members a clear, shared understanding of the issues; provides for a detailed assessment of customer requirements; drives solutions by fact by prescribing data analysis methods and measurement tools. (See Appendices B and C for problem-solving process models from Oregon State University and Harvard University.)

PHASE FOUR: EXPANSION AND EVALUATION

STEP NINE: CREATING A TQM STRATEGIC PLAN

Senior management will create a three to five-year master plan, focusing on key breakthrough issues and improvement targets. In creating this plan, a one-year plan is made with goals that can be targeted for immediate attention in the first year. Beyond the first year, the rest of the five-year plan involves adopting TQM policies at all levels of the organization. Library-wide TQM activities will be outlined and carried out.

New and cross-functional teams will be formed to advance skill development and undertake key projects.

STEP TEN: DIVISIONAL / DEPARTMENTAL PLANNING

Divisional and departmental planning will take place, reflecting key systems or functions targeted for improvement in the strategic plan. Each manager or supervisor will identify one or two breakthrough objectives to achieve the targeted objectives of the strategic plan.

Recognition and rewards will be given to those involved in TQM projects, and upcoming projects and results will be communicated throughout the library.

DEMING'S 14 POINTS

W. Edwards Deming is the management guru credited with applying statistical analysis to the manufacturing process. Deming worked for Alfred Sloane at General Motors during the 1930s and applied statistical control methods he developed at GM to Japanese manufacturing in the late 1940s and 1950s.

Deming outlines five beliefs that laid the foundation for all quality efforts. Those beliefs are—

- **Build quality into the process.** Don't rely on inspections to catch errors; eliminate errors altogether.
- **Foster teamwork and remove the barriers that divide departments.** Make people cooperate rather than compete.
- **Establish long-term, mutually beneficial relationships with employees, suppliers, and customers.**
- **Provide managers and workers with all the training they need to participate fully in the improvement process.**
- **Top management must be in the effort for the long haul.** You can't turn quality on and off like a faucet. Remember, it's a process rather than an event!

Quality is our best assurance of customer allegiance, our strongest defense against foreign competition, and the only path to sustained growth and earnings.

John F. Welch, Jr.
Chairman, General Electric

Deming laid out a series of fourteen management points for those interested in investing in quality for their organizations.

- Create constancy of purpose for improvement of product and service.
- Adopt a new quality-oriented philosophy.
- Cease dependence on mass inspection.
- End the practice of awarding business on price tag alone.
- Constantly and forever improve the system of production and service.
- Institute modern methods of training on the job.
- Institute modern methods of supervising.
- Drive out fear.
- Break down barriers between departments.
- Eliminate numerical goals for the workforce.
- Eliminate work standards and numerical quotas.
- Remove barriers that hinder hourly workers.
- Institute a vigorous program of education and training.
- Create a structure in top management that will push every day on the above 13 points!

JURAN'S PARADIGM

A second view of the quality process was introduced by Joseph M. Juran, a statistician who worked for Western Electric during the 1920s. Juran, like Deming, worked in Japan to introduce quality management practices. He defines quality as "fitness for use" and stresses a project-by-project approach. Juran refers to the "breakthrough sequence" that will elevate organizations to higher levels of performance.

- **Breakthrough in attitudes.** Managers must first prove a breakthrough is needed and then create a climate conducive to the change.
- **Identify the "vital few" projects.** Set priorities based on problem frequency. Identify the 20 percent of opportunities or situations that, when improved, will give you the biggest results.
- **Organize for breakthrough in knowledge.** Establish a steering group (to define the problem, suggest causes, give authority to experiment, overcome resistance to change, and implement) and a diagnostic group (to analyze the problem and support the process).
- **Conduct the analysis.** Study symptoms, develop hypotheses, and experiment to find true causes.
- **Determine how to overcome resistance to change.** Participation is needed in both technical and social aspects of change.
- **Institute the change.** Departments and individuals that must take corrective action must be convinced to cooperate.
- **Institute controls.** Monitor the solution to see whether it works and keep abreast of unforeseen elements.

CROSBY'S 14-POINT PROGRAM

Philip B. Crosby originated the concept of "zero defects." He introduced the concept in many companies with whom he worked as a consultant. Before venturing out on his own, Crosby was director of quality with International Telephone & Telegraph.

- **Management Commitment.** Top management must become convinced of the need for quality improvement.
- **Quality Improvement Team.** Management must form a team to oversee quality improvement.
- **Quality Measurement.** Measures appropriate to every activity must be established to identify areas needing improvement.
- **Cost of Quality Evaluation.** Identify the areas where quality improvements would be profitable.
- **Quality Awareness.** Quality awareness must be raised among employees so they understand the importance of product conformance and the costs of nonconformance.
- **Corrective Action.** Opportunities for correction are generated by quality measurement and evaluations and by employee discussions.
- **Zero Defects Planning.** Plans on how to achieve zero defects that are appropriate to the organization and its culture are developed by a committee.
- **Supervisor Training.** All levels of management must be trained to implement their parts in the quality improvement program.
- **Zero Defects Day.** Proclamation of a "zero defects day" provides a signal to employees that the organization has a new performance standard.
- **Goal Setting.** Individuals set goals for themselves and their work groups. Goals are posted and meetings held to discuss progress.
- **Error Cause Removal.** Employees are encouraged to inform management of any problems that prevent them from performing error-free work. Acknowledgement within 24 hours is recommended.
- **Recognition.** Public, non-financial recognition to those who meet their quality goals or perform in an outstanding manner.
- **Quality Councils.** Employees and teams meet regularly to share experiences, problems, and ideas.
- **Do It All Over Again.** To emphasize that quality is an ongoing process, repeat all of the above steps.

QUALITY IMPLEMENTATION ANALYSES

If we synthesize the three sets of guidelines, several similarities emerge.

- **Commitment from top management is essential.** This does not appear to be a bottom-up approach but, rather, is clearly a mandated program. No top management commitment equals no company-wide quality program.
- **The stages for quality program implementation are strikingly similar to basic problem-solving and critical-thinking processes that have been available for decades.** These stages consist of gathering data relating to problems and opportunities; forming ideas and drawing conclusions based on the data; creating suggestions, alternatives, and plans for improvement; evaluating the impact of the changes; and, finally, repeating the steps for the same or different processes.

Whether you have teams, councils, groups, squads, or blue-ribbon panels, the process is similar. The challenge for any would-be practitioners is the "process" component. It's easy to gather relevant data and draw conclusions; but it's impossible to ensure that marketing people will draw the same conclusions as operations analysts or front-line sales staff, and so on. It's easy to say "generate alternatives, pick the best one, and implement it"; it's impossible to say you've chosen the right approach or made the appropriate plan. It's easy to say "evaluate the impact of the program and make adjustments to make the program even better"; it's impossible to guarantee the evaluation is perfect and that the knowledge that comes from it will be used wisely.

Source: "Fundamentals of Quality," **Info-Line**, November 1991.

Continuous Improvement

Perkins Library Staff

January 12, 1993

Perkins Library

VISION: Our ongoing mission is to support the teaching, study and research endeavors of Duke University. As part of an institution dedicated to leadership in higher education, we are also committed to providing new models for libraries. By actively creating the library of the Twenty-First Century, we aim to ensure the future vitality of the library's mission.

Guiding Principles

OUR USERS

- We succeed as a library only by understanding, meeting and exceeding users' needs.
- We base everything we do on the needs of our customer community.

OURSELVES

- We recruit, hire and reward staff committed to continually improving their work.
- We achieve excellence by direct involvement in making decisions about our work.
- We have the opportunity, responsibility and authority to engage in continuous improvement of services and processes.
- We are committed to staff development and empowerment.

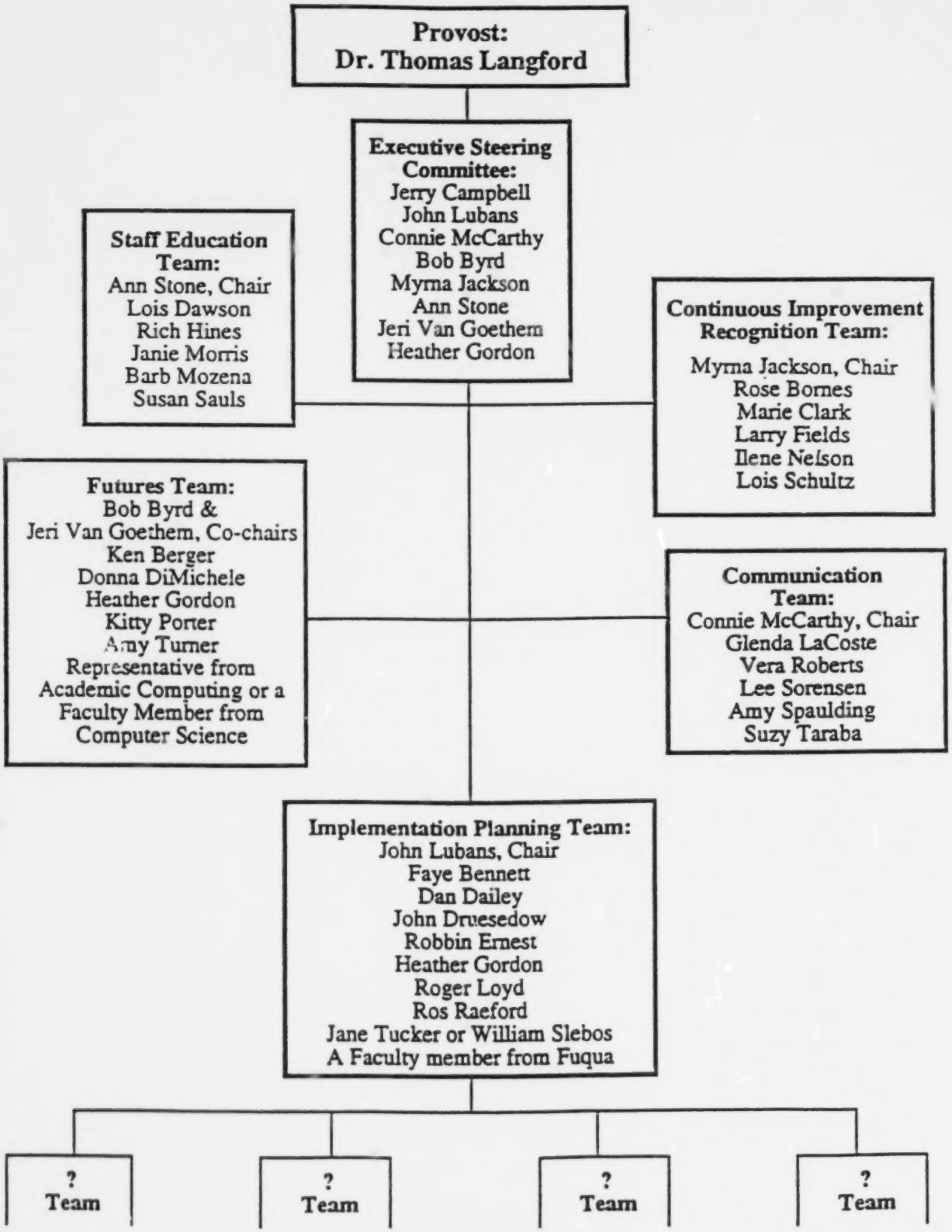
OUR ENVIRONMENT

- We create a supportive atmosphere for innovation, experimentation and risk-taking.
- We are committed to fair, honest and respectful treatment of all individuals.
- We affirm the value of humor and community in the workplace.

OUR COMMITMENT TO SERVICE

- We are committed to outstanding service to our users.
- We continuously improve our service through responsible stewardship of our resources.
- We are committed to outstanding service to one another in all areas where our work is interdependent.

TQM Organization Chart Perkins Library System



Perkins Library
Continuous Improvement Teams

Role of the Communication Team

* Communicate information and background on the continuous improvement management process to all staff.
* Keep staff informed on what is occurring and what is planned in regard to continuous improvement.
* Work with the other teams to put mechanisms in place for learning about the various activities.
* Assess needs for overall library communication and develop strategies for implementing effective communication channels.

Team members: Glenda LaCoste, Vera Roberts, Lee Sorensen, Amy Spaulding, Suzy Taraba, Connie McCarthy, Chair.

Role of the Futures Team

* Gather, develop, and review ideas and strategies for fulfilling the Library's mission in new ways, ways that are suited to and made possible by the rapidly changing environment in which the Library functions.
* Scan the Library's environment and identify the issues which the Library needs to address.
* Recommend projects and tasks that will contribute to the creation of the library of the twenty-first century.

Team members: Ken Berger, Donna DiMichele, Heather Gordon, Kitty Porter, Amy Turner, Bob Byrd, Co-Chair, Jeri Van Goethem, Co-Chair.

Role of the Implementation Planning Team

* Establish structure and guidelines for the pilot ("quickstart") teams.

  What number of team members? • How often should teams meet and for how long? • What are the team roles - leader, facilitator, recorder, member? • Should team members rotate in roles? • What issues should/should not be addressed? • What is the format for tracking team progress? • Timelines? • Establish training needs for pilot teams. • Empower the pilot teams, as self-managing units, with decision making authority within the Perkins Library Guiding Principles.
* Communicate at-large training program needs to the Education design team.
* Guide the implementation of the Quality process.
* Provide support and track team progress through baseline and outcome date.
* Communicate ideas, successes, problems, etc., to the Executive Steering Committee.
* Assess at 6 month intervals the Quality process and how it is making a difference in the Perkins Library system. Report to the Executive Steering Committee.

Team members: Faye Bennett, Dan Dailey, John Druesedow, Robbin Ernest, Heather Gordon, Roger Loyd, Ros Raeford, William Slebos or Jane Tucker, Faculty Member, TBA, John Lubans, Chair.

Role of the Recognition Team

* Develop approriate and satisfying ways to recognize individual and departmental achievement throughout the Library.
* Consistent with the goals of Library 2000, make sure we have at our disposal an excellent recognition system for excellent performance.

Team members: Rose Bornes, Marie Clark, Larry Fields, Ilene Nelson, Lois Schultz, Myrna Jackson, Chair.

Role of the Staff Education Team

* Provide opportunities for library staff members to develop their knowledge, skills, and capabilities for Library 2000.
* Offer training and development programs that will enable staff to harness the new technology, and respond positively to new demands for service.

Team members: Lois Dawson, Richard Hines, Janie Morris, Barbara Mozena, Susan Sauls, Ann Stone, Chair.

Continuous Improvement

DATE: **April 1, 1993**

TO: **Department Heads and Supervisors' Forum**

FROM: **C. I. Communication Team**

RE: **Continuous Improvement Timeline**

We are distributing the current planning timeline for Library 2000, the continuous improvement process for the Perkins Library System. The various teams supplied the information and it was charted by Heather Gordon. The communication team would be interested in any feedback on this chart. In addition we are including a recent article focusing on TQM in libraries.

COMMUNICATION TEAM:

Glenda LaCoste
Connie McCarthy, Chair
Vera Roberts
Lee Sorensen
Amy Spaulding
Suzy Taraba

LIBRARY 2000
Planning for Continuous Improvement in the Perkins Library System
Duke University

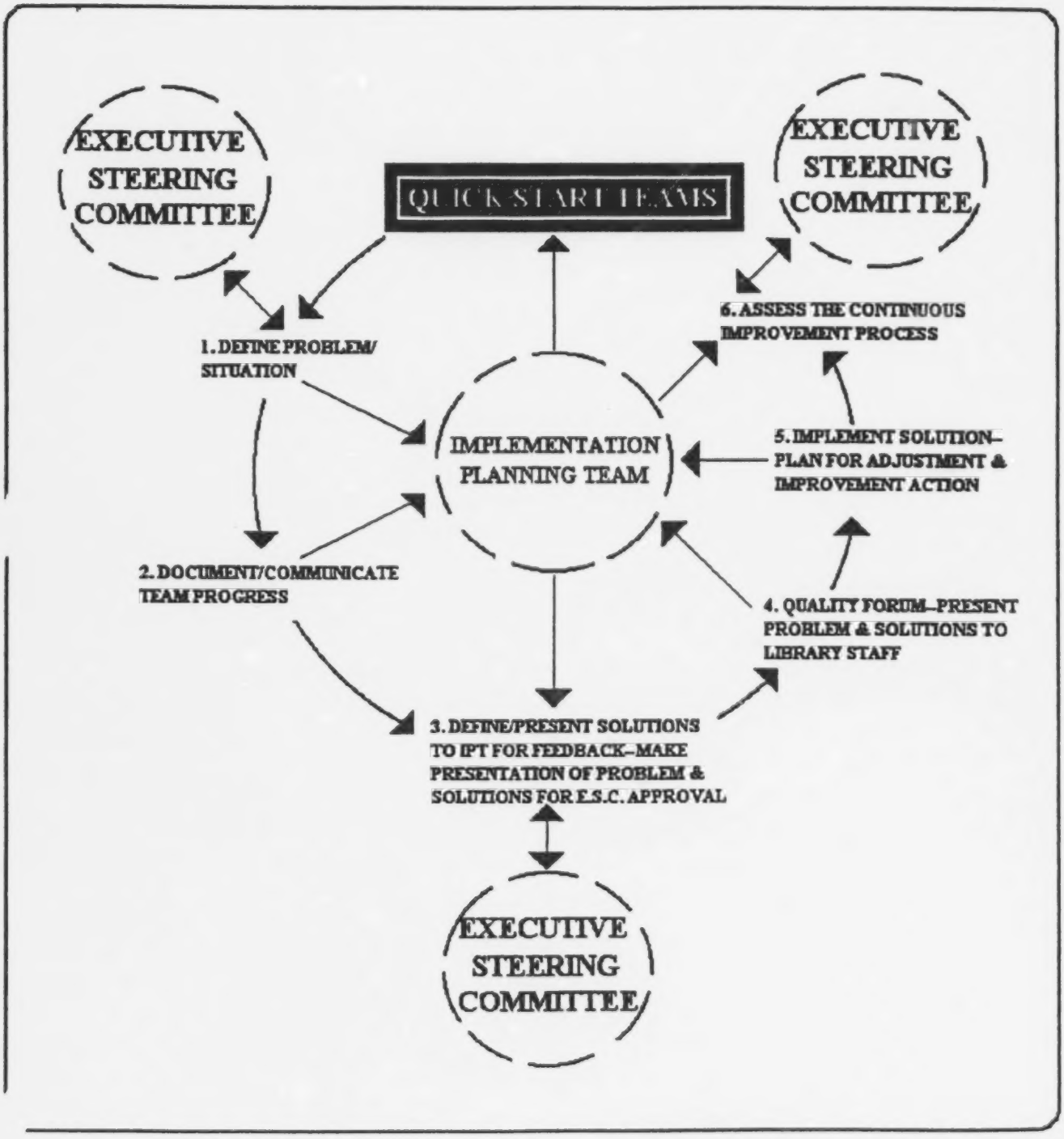
ACTION	92	1993							
	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
CI Orientation for Executive Steering Committee	◆								
Management Team (Branch Librarians & Dept. Heads) Select Potential Topics for Quick Start Teams	◆								
General Library Staff CI Orientation		◆							
Work of the Communication, Futures, Implementation, Recognition and Staff Education Teams		◆→→→

ACTION	92	1993							
	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
CI Training for Executive Steering Committee, Facilitators, Implementation & Staff Education Teams			◆						
Inventory & Evaluation of Current and Past Recognition Practices			◆						
Independent Survey of Library Users				◆→→→→→→→→◆					
Work of the 3 Quick Start Teams				◆→→→→→→→→◆					
Recognition Survey of Quick Start Teams					◆→→→→◆				
Leadership Training for Library 2000					◆				
Staff Seminars in CI Training Tools and Problem Solving Approaches					◆→→→→◆				

ACTION	92	1993							
	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Selection & Training of Additional Facilitators							◆→→◆		
Selection & Training of Additional Teams								◆→→→→	

March 1993

C.I. COMMUNICATION MODEL FOR QUICK START TEAMS (IN THE LIBRARY 2000)


EXECUTIVE STEERING COMMITTEE
QUICK START TEAMS
EXECUTIVE STEERING COMMITTEE
1. DEFINE PROBLEM/ SITUATION
6. ASSESS THE CONTINUOUS IMPROVEMENT PROCESS
IMPLEMENTATION PLANNING TEAM
5. IMPLEMENT SOLUTION– PLAN FOR ADJUSTMENT & IMPROVEMENT ACTION
2. DOCUMENT/COMMUNICATE TEAM PROGRESS
4. QUALITY FORUM–PRESENT PROBLEM & SOLUTIONS TO LIBRARY STAFF
3. DEFINE/PRESENT SOLUTIONS TO IPT FOR FEEDBACK–MAKE PRESENTATION OF PROBLEM & SOLUTIONS FOR E.S.C. APPROVAL
EXECUTIVE STEERING COMMITTEE

Implementation Planning Team: May 18, 1993

Guidelines for Members on Quick Start Teams

A Draft Policy for review by the Executive Steering Committee

June 10, 1993

Each team is expected to address norms and expectations for attendance and participation by members at the first meeting of the group. A few of these that follow apply to all teams, others may be established by the team for its own use

Most team norms include:

the frequency of meetings and the length of each meeting. Based on the experiences of other CI teams we have found that members should expect to contribute from 2 - 3 hours a week.

the expected length of service on the team. The anticipated completion date should be made clear.

any revolving roles of the members. This applies specifically to how minutes are taken.

that service on a team is part of one's regular job. No additional staffing is available specifically to cover that work not done while the person is working on a team. However, because of the benefits of CI that accrue to the overall organization, we believe resources can be found within the existing organization that permit team service by any staff member.

the training and facilitation to be supplied to the team. Our experience to date shows that Facilitators greatly assist in the functioning of the team and its staying on track. Training in the CI tools is to be made available to those who have not had it. Part of the IPTs role is to support and find the resources for training and facilitation in each team.

term of service on the team. Most teams operate with the understanding that team members will serve until the work of the team is finished. Should a member wish to resign, the team should be informed about why and whether there are alternatives to resignation. If the member resigns, the Implementation Planning Team should be informed about the circumstances. and about any

Quick Start Team Evaluation Form - TALLY (Revised 8/5 -93)

1. RATE HOW SUCCESSFUL YOU TEAM WAS AT ACCOMPLISHING IT MISSION.

Very Successful	Successful	Somewhat Successful	Not At All Successful	No Opinion
3	6	3	8	1

Comments:
Mission was not well-defined. I do think the team was successful in (Word not legible) document delivery systems in place. The success of our recommendations will be seen when recommendation are implemented.

2. HOW USEFUL WERE THE CONTINUOUS IMPROVEMENT TOOLS AND PRINCIPLES IN ACCOMPLISHING YOUR MISSION?

Very Useful	Useful	Somewhat Useful	Not At All Useful	No Opinion
2	5	6	6	2

3. HOW USEFUL WERE YOUR INTERACTIONS WITH THE IMPLEMENTATION PLANNING TEAM THROUGHOUT THE WORK OF YOUR QUICK START TEAM?

Very Useful	Useful	Somewhat Useful	Not At All Useful	No Opinion
3	3	7	3	5

Comments:

-Not at all useful but very pleasant.
-I am not aware of what these interactions were.
-Bad question. Too vague. Define interactions.
-More useful than what they would have been because I am a member of IPT.

4. RATE HOW EFFECTIVE YOUR FACILITATOR WAS IN HELPING YOUR TEAM ACCOMPLISH ITS GOALS.

Very Effective	Effective	Somewhat Effective	Not At All Effective	No Opinion
3	7	0	4	7

Comments:
-Main facilitators was good and her skills improved with practice. Co-facilitator didn't have much of an opportunity.

5. IF YOU HAD IT TO DO OVER AGAIN, WOULD YOU WANT YOUR MEETINGS FACILITATED (YES) (NO) PLEASE EXPLAIN.

YES	NO
16	3

Comments:

-The facilitator is needed to help keep the group focused - this was important for our group. Also, her knowledge of the tools used was very important.
-Facilitator kept us focused and on track.
-Yes, the facilitator helped keep the group focused.
- Need an impartial person to mediate discussion, get team members focused if they stray. Also need their expertise for CI tools since few of the team members knew about fishbones, etc.
-It kept us on schedule and on track and very well organized.
-The facilitation was helpful. It allowed the chair to deal with business, while the facilitator dealt with process.
-The facilitator was the only one who understood the CI/TQM stuff - that freed the rest of us to get down to real work and not worry about proper graph, form, statistical tools, etc.
-Yes and no, it depends on the meeting.
- It would depend on the problem and the participants.
-The input of our facilitators AS LIBRARIANS was excellent. The actual facilitating was well done, but overkill for a group that was as congenial as ours. Facilitating is most helpful in situations where opposing viewpoints threaten to derail a group from its mission.
-Eventually, one or even all of us will be experienced enough facilitators to not need outside help. Until then, having someone to just focus on process is very helpful.
-Team is capable of applying CI tools itself if these appear useful.

-Yes, however, two facilitators not necessary.
-I think it is helpful at the beginning to learn the tools, but after members are aware of them and able to use them, a facilitator isn't necessary.
-No, because we could have facilitated ourselves.

6. RATE HOW SUCCESSFUL THE PERKINS CONTINUOUS IMPROVEMENT PROCESS WAS AT MEETING YOUR EXPECTATIONS.

Very Successful	Successful	Somewhat Successful	Not At All Successful	No Opinion
1	7	10	2	1

Comments:
-But I expected a lot of trial and error, it was a learning process.

7. WHAT HELPED YOUR TEAM THE MOST?

Comments:
-The facilitator was wonderful as well as the chair.
-sense of humor
- Good facilitator
-The facilitator
-Our facilitator and chair; both very focused, task-oriented yet open to new ideas and willing to listen
-Our facilitator and every member's participation
-people willing to hang in and keep trying
-the addition of a person who was an "expert" in the area we were looking at
-Deadline. Focus on actual issues for branch libraries. Strength of team members.
-A good chair - knowledgeable, patient and creative - he assumed a leadership role and encouraged other members to take it over when they were comfortable.
-A strong team leader who was highly motivated to work on the issues.
-We had (have) an excellent team leader and dedicated, knowledgeable team members.
-Good people on the team.
-Balanced composition of team members; cooperation of individual team members
-Input by all team members - not being "afraid" to voice anything
-Group worked well together

- The team; easy to work together; willing to tackle problems not directly related one's own work
- Interest in the issue on the part of team members. They took the problem seriously and worked to resolve it
-Having members who were interested in "shelf failure: and having knowledge of what causes this problem
-The brainstorming process
-Having a pro-active group and selecting a problem that was manageable.
-Discussion of the problems; Interaction; Collection of statistics

8. WHAT HINDERED YOUR TEAM THE MOST?

-Charge was too broad.
-Lack of clear charge, actually lack of a charge at all
-An unclear charge kept us from getting off to a "quick-start."
-The vague charge we were given.
-Charge was not defined as well as it could have been
-At the beginning our task was too broad. However, after we realized this and narrowed our problem statement, things began to flow more easily
-Not having a pre-determined problem/charge
-Lack of defined problem to begin with; time constraints
-Not having a clear problem, from the beginning, on which to focus.
-In the early stages a lack of clarity in the team's charge and the confidence of the group in determining our direction as the minimal intervention from outside (i.e., our direction was not dictated and I'm not sure we were used to determining our own).
-Long delays in getting feedback/"approval" from IPT, ESC.
-Lack of training and understanding of CI process and tools
-The CI/TQM form and expectations. At times we got so caught up in the flow chart itself that the content was lost. Charts needed too much explanation and were often confusing
-External circumstances, like implementation of DRA, which we decided influenced how much we could work on certain problems
-Discussion tended to wander at times
-Process too bureaucratic
-Lack of time to solve the problem at hand (shelf failure) - we only learned a fraction of the problem and did NOT alleviate it (yet)
-All members of the team could not be there for every meeting
-Lack of participation from patrons
-First meeting
-The way the Quick Start process was set up.

-Leader was "traditional" and sometimes I felt left out because she/he met with the team members who held higher positions without consulting the rest of the group

9. WHAT ADVICE WOULD YOU GIVE TO OTHER TEAMS?

Comments:
-Get a more definite charge statement.
-Pick a small enough problem to do something about
-Make sure that the problem statement is not too broad
-Make sure everyone understands what the mission of the team is.
-Bag the CI statistical, charting and just get down to work of achieving your goal using whichever documentation tools with which you feel comfortable.
-Be focused on the problem you want to solve and don't let yourself be hindered by too much "method" -- use only what works best for you, e.g., brainstorming
-Keep your problem manageable and maintain realistic expectations
-Focus after each meeting for a moment on what was accomplished; don't become preoccupied with what remains to be done, and don't be afraid to set your own course of action.
-Membership should be based on those actually involved with the issues.
-Involve people who are directly concerned/affected by problem/charge early in the process and throughout the process.
-Have a way of judging the actual impact of the problem area on users. (Studies done to indicate that this presumed problem is actually reducing library efficiency should be done prior choice of Quick-start topics
-Respond to real problems. Meet effectively, using CI tools and techniques. Be creative and imaginative, and don't just design what you think the ESC will approve.
-Be as creative as possible, take the opportunity to define the problem for yourself, if having difficulties, use the IPT for guidance - this did not happen enough.
-In creating a problem statement, be sure the membership of the team is appropriate to "solving" a problem - or bring in guest early on in the process.
-Keep on track to keep momentum going
-Persist
-No private meetings with some members unless all agree
-Wait until the Quick Start process is thoroughly revamped.

10. WOULD YOU BE WILLING TO SERVE ON ANOTHER QUICK START TEAM? (YES) (NO) IF NO, PLEASE EXPLAIN.

Yes	No
15	4

"NO" Comments:
- Takes time away from meeting needs of patrons. They seem small tokens that detract from the larger problems facing Perkins. It's like throwing pebbles at a dragon.
- I am not sure the "quick start" team concept worked very well. Topics or issues related to units would have more relevance especially if membership was coordinated to match the issue.
- Too much else going on right now.
-The results didn't justify the time and effort.

""YES" Comments:
-Good learning experience, good way to meet other staff members.
- Yes, IF it responds to a real problem , as generated either by a suggestion from users or staff, or by changing technology or environment, AND IF it were part of the regular management/running of the Library, not experimental.
-I am willing to serve on Shelf Failure Team to finish solving the problem.

"MAYBE" Comments:
-Depends on the problem and how much time I had.

11. WHAT WOULD YOU CHANGE ABOUT THIS EVALUATION FORM?

Comments:
-Question #1 should be more specific, i.e., it should have been preceded by a question like: In your own words, state your team's mission. Question 3 also needed to be more specific: Define your interactions with the Implementation Team. OR In your own words describe your group related to the interaction team followed up by the ...how useful were those interactions question. Because each group member might have had a different view of how those interactions took place which would affect how useful they thought they were.
- 1)Make it specific by team, otherwise how sill you know what's being evaluated? 2) Evaluate the team chair, as well as the facilitator. 3) Clarify the return mechanisms and the date due.

- Not enough space, IPT may want to follow up with an evaluation session with the QSTs.
-It's just a typical form - doesn't really address anything that is useful to know!
-Practically everything. Actually I'd ditch the forms and conduct a live team debriefing of each QS team by the IPT. These forms will never tell you what you could have learned in person.
-Tell us how to mark answer
-Nothing

12. WHAT ELSE SHOULD WE HAVE ASKED?

-List CI tools and have comments about them e.g. + delta (which was good). Flowchart, fishbones, etc.
-Something about the individuals participation and if the experience was rewarding. For example: Did you feel you were able to participate effectively.
- Ask about co-facilitators, ask both facilitators to evaluate themselves,
-Ask if the team felt empowered,
-Ask for team's assessment of presentation to Executive Steering Committee
-Ask if CI process spurs creativity
-Ask for suggestions for improvement regarding 1) team membership, 2) soliciting ideas for future QSTs - one of our members suggested revising the BRIGHT IDES concept [design form for this and transmit electronically] 3) How they would use their QST experience in their daily work duties?
-If we felt we had the power to change anything - which I didn't. Everything we decided on the problem statement, etc. -- had to be ok'd by another group. I think it would be better, for future teams, to have a REAL problem identified and form a team to work toward a solution (i.e., Lilly transfers!) There are enough areas needing team involvement so that we shouldn't have to "invent" problem statement!
-It seemed that we used a great deal of staff time to come up with a relatively straight forward recommendation. I couldn't help but think that a smaller group (2-3) could have gotten the same results in fewer hours. Also, it seemed that most of the members were far removed from the problem - that the problem should have been studied by those directly involved.
-The obvious: "Now that you've been through it, how would you change the Quick Start process?" And here's my answer:

Rather than having the QS team pick the problem, have the problem pick the team. Begin by soliciting problems/issues from the staff. (This might be combined with the "bright idea" award). The IPT (or whoever) reviews (and revises?) the ideas, and determines which staff are most directly involved with that issue. The QS team is then formed (somehow) from that pool, plus one or two "outsiders." However it's done, the important point is to make sure the teams consist primarily of the people who are responsible for the issue that is being studied.

Have the CI Recognition Team recognize the benefits of non-QS teams. For example, the work of the Tech. Services Lilly Transfer Team is much more beneficial to the library than the work of any of the three official QS team to date. Without making the Transfer Team jump through all the QS hoops, recognize and appreciate what they're doing. Also in the future, as soon as such teams are formed (to meet critical problems), send CI observers to see if any CI procedures or aids might be of help to that team. That help should then be offered to (but not forced on) the team.

-

Georgia Institute of Technology

Proposal For:

CONTINUOUS QUALITY IMPROVEMENT CHAMPION

From: THE GEORGIA TECH LIBRARY AND INFORMATION CENTER

Introduction

The Library's Quality Team was established by Dean Drake in August 1990 with the charge of involving all library staff in a continuous effort to improve the quality, timeliness, and value of information services to the Library's customers.

Since CQI initiatives in academic libraries are scarce, the Library staff utilized techniques and suggestions gained from the visit to Milliken (by selected staff members in 1990), and from the readings of Deming, Juran, and other TQM proponents. The Library's efforts have focused on internal and external quality improvements: i.e., to internally use CQI efforts to involve staff in training and empowerment areas so that they are committed to a process of meeting external customer needs in information services and delivery.

Current CQI Efforts and Accomplishments

Internal activities: Employee Involvement Efforts & Quality Award Programs

- Training. A number of in-house and external workshops have been attended or presented in the following areas: effectively interacting with customers, managing multiple priorities, handling customer complaints, using the Internet and introducing new electronic resources and databases.

  Accomplishments: These efforts are critical in sustaining an employee involvement process and have provided better customer service and skill development.

- Submission of "Opportunities for Improvement" (OFI) forms.

  Accomplishments: Many written suggestions were submitted in the first year, resulting in improvements in signage, equipment, and the way we serve our customers, both internally and externally. Most of these suggestions were implemented; although a lack resources was a hindrance. The flow of OFI's has diminished.

- Brainstorming sessions: The entire staff was involved in several criticism-free opportunities for proposing improvements in worklow and service.

  Accomplishments: A list of improvements was drawn up and

reviewed by the Library Administration; many were implemented.

- The Price's Pride Award. Annual recognition of one individual whose performance has made a significant contribution to customer service or to the achievement of library goals and objectives. The individual's name is recorded on a plaque, and he or she receives a $500 award.

  Accomplishments: Formally recognizing achievement builds esteem, and encourages others to excel in their work.

- Annual Staff Appreciation Week and quarterly TGIF events.

  Accomplishments: These events recognize the contribution of each staff member and provide opportunities, both in a social and instructional context, for staff from different departments to communicate and interact with each other.

External activities: Directly Helping the Library Customer

- Work Groups: Individuals from different departments have been combined into task-oriented workgroups.

  Accomplishments: This approach has improved service at the various reference areas and led to the successful migration of GTEL to a new platform along with the implementation of a number of new features and resources which broaden our customers' ability to access and receive information.

- Liaison program. Librarians, primarily from the Reference Department, have been assigned to work with individual departments on campus.

  Accomplishments: The more codified interaction between librarians and academic/research units on campus has resulted in better communication about library services, new features of the GTEL system, and more input into collection purchases.

- Focus groups and surveys: In order to obtain feedback from all segments of the GT community, survey and focus groups were conducted.

  Accomplishments: The comments received (from both library users and non-library users) provided useful information on perceived library successes (i.e., customer service) and areas for improvement (such as increasing the collection and continuing to make others aware of library services).

<u>CQI Objectives and Implementation Strategies for 93/94</u>

Internal activities planned:

- Involve library administrators, middle-managers and first-line supervisors in CQI efforts since leadership is a key factor for total staff acceptance.

  Implementation: Have periodic review meetings with all management level staff; hold workshops on benchmarking and CQI gains; plan long-range strategic goals around quality efforts which can be benchmarked; assess the impact of CQI on communications, absenteeism, labor relations, and employee motivation.

- Sustain and increase staff involvement in quality efforts:

  Implementation: Revitalize OFI's to include a reward system for cost-cutting efforts; do a CQI orientation program for all staff hired in the last 3 years.

- Encourage teambuilding and collaboration:

  Implementation: Hold workshops for all staff on teambuilding and diversity in the workplace; encourage extended cross training possibilities; utilize staff to give presentations on areas of their expertise.

- Offer and increase sharing rallies and recognition events:

  Implementation: Hold sharing rallies that recognize team and individual accomplishments; implement a quarterly award structure that could be non-monetary; recognize employees with certain years of service.

External activities planned:

- Create workgroups that collaborate with other campus departments with shared interests:

  Implementation: Set up groups between units like OIT, FASET, and Human Resources that will develop quality agendas and work on mutual problems; compare and coordinate quality programs with other units on campus.

- Establish instructional efforts aimed at the Library's primary customers in management, engineering, and science.

  Implementation: Establish information awareness courses; hire subject specialists to work with individual researchers on campus.

- Increase on-demand classroom instruction to help students learn efficient access to electronic and traditional resources.

  Implementation: Building on the liaison program, contact faculty to determine the necessary level of information

instruction needed; examine particular courses with research assignments. Develop learning modules that address basic research topics for undergraduates.

- Assess customer out-reach efforts

  Implementation: Develop benchmarks for a quantitative assessment, and then develop a plan for outreach to those who are unaware of library services, market new and existing services to all library customers, and make presentations to library staff and campus-wide to rate quality progress.

- Create a "quality-related" collection and serve as a clearinghouse on topics relating to quality that could be utilized campus-wide.

  Implementation: Identify needed materials from commercial and specialized publishers (e.g., ASQC, Quality Press, Air Academy Press) to order and catalog books and videos of interest to the quality teams on campus. Lists could be generated and distributed, also.

Budgetary Commitments

Most of the 1993/94 objectives will be covered under the existing budget except the following:

1. Workshops on diversity, team building, and benchmarking: $4,000

2. Additional recognition events: $500

3. Development of "Quality" collection: $10,000 minimum

In Summary:

The Library has produced a number of significant successes; nevertheless, we are eager to enlist the support received as a CQI Champion in order to more fully coordinate and implement our 1993/94 objectives, and to channel our energies in the most productive directions.

Our most concerted effort will be in the development of benchmarks which will better quantify our achievements.

We believe that our findings could be applied to many administrative and faculty units on campus since the Library bridges both areas.

UNIVERSITY OF MINNESOTA

Twin Cities Campus *University Libraries* *Minneapolis, MN 55455*

16 March 1993

MEMORANDUM

TO: Tom Shaughnessy

FROM: Don Kelsey

RE: Purchasing TQM Team

Team Membership:
Dave Ashley
Ellory Christianson
Bernadette Corley-Troge
Sharon Folk
Audrey Grosch
Don Kelsey, Team Leader
Sue Koelmel, Facilitator

Team Sponsor: Tom Shaughnessy

Charge Statement: (See attached Memo August 18, 1992)

Team Documents:

Since the team began its active work, we have met weekly, with a few exceptions for dates when we had too many anticipated absences. We began with an Affinity Diagram to get a better understanding of what the team members understood the charge statement to mean. The compilation of the raw data from that exercise is attached as Attachment 1. In the course of developing the cluster headings for the Affinity Diagram, another set of headings emerged which are listed on Attachment 2.

We also next turned to a second Affinity exercise focussed on external customer expectations. Attachment 3.

The third task was each team member flow-charting their part of the internal library procurement process. We are in the final stages of trying to show on the assembled flow-charts where the connections are between the individual flow-charts. The extent to which the individual team members are internal customers for each other became very clear in the flow-charting process.

We are going to be discussing expectations and needs as internal customers at our next meeting. The technique I suggested for exploring these needs was each team member to interview another team member and report to the whole group on what they learned. I intend this both as an information sharing exercise and a team building experience.

. Attachments

August 18, 1992

MEMORANDUM

TO: Dave Ashley
Ellory Christianson
Sharon Folk
Audrey Grosch
Don Kelsey
Bernadette Corley-Troge
Sue Koelmel

FROM: Thomas W. Shaughnessy
University Librarian

RE: TQM Project

Now that we have drafted a Mission statement and a Vision statement for the Libraries, we are able to proceed to the next step of identifying and improving various Critical Processes. Critical Processes are defined in TQM literature as the important sets of procedures or patterns of tasks that determine success (i.e. customer satisfaction) for an organization. Some CPs are operational in nature and focus on what is being delivered; others are managerial and focus on how.

One of the CPs that the TQM Steering Committee has identified for immediate attention is "one-stop purchasing" for library staff. That is, the Libraries' procedures for ordering supplies, equipment, furniture, and software need to be as transparent, efficient, and customer-oriented as possible. In this instance, the "customers" for this Critical Process are internal to the library organization. Obviously, other CPs will have external customers.

The purpose of the memorandum is to invite your participation on a TQM Team to study and improve this Critical Process. Don Kelsey has agreed to serve as Team Leader and Sue Koelmel will serve as Facilitator. Both of these individuals have attended TQM classes at the University. I will be the Team's Sponsor. I will meet as often as is necessary with you and will indicate my expectations for the Team at the first meeting. Please let me know by September 10 whether you will accept this assignment.

I think you will enjoy being involved in TQM processes and will enjoy the satisfaction that comes from improving a very important process within the Libraries.

cc: Clarence Carter
Management Team

TWS/kr

TQMPO MEETING 1/12/93 -- ANALYSIS OF MISSION STATEMENT

'ONE-STOP'
--'one touch'
--one location
--streamlined
--one contact person
--one phone number
--requesting
--one request (no follow-up needed by customer; purchasing staff provide feedback if delay or problem)
--staff need to direct purchasing requests to some single individual
--customer knows who to address the request to
--all staff purchasing goes through same person?
--any one customer/unit always goes through same person?
--categories of purchases must be considered: furniture and equipment, 'consumable' supplies, computer hardware, computer software. How to deal with overlap
--means staff need to have a single individual to whom they or their unit directs purchasing requests

NEEDS ASSESSMENT
--review and evaluate requests
--key contact
--staff needs/ideas
--fewer experts
--needs assessment (or, will something we have work if staff know about it)
--equipment relocation, coordination
--upgrade requests coordinated w/management team decisions
--resources and results
--equipment coordination
--product information and prices
--pre-approval
--determine needs
--consultation
--customers know what is available quickly on contract
--purchasing intelligently involves developing good vendor relations, market/pricing savvy, technical and business necessity approvals, with both short and longer term goals and needs considered in whether and who to make the purchase
--purchasing procedures need ot take into account both technical and expenditure approvals
--vendor contact
--responsive to customer needs
--facilities requirements to operate
--purchasing steps: identify need, selection of merchandise, identify 'best' vendor, obtain approval, submit written request, confirm receipt, pay invoice
--purchase doesn't mean buy -- 'storage'
--purchase assessment

--bulk purchases
--staff need to be made to feel comfortable in making purchasing requests
--obtain
--minimum number of people involved in any one transaction*
--'efficient': customer must be specific with their request(s)*
--purchasing needs to be simplified from the staff member's viewpoint and also from the procedural viewpoint*
--'efficient': customer doesn't need to know all the details of the process, but expects prompt results*
--'efficient': need to have process be efficient for purchasing staff as well as for customers*
--'efficient': accountability: -for purchasing staff to see the order through the process; -for the customer to verify receipt for payment and inventory if needed*

*Starred 'stickies' were under the NEEDS ASSESSMENT 'stickie' header, but may really belong elsewhere?

APPROVAL
--AUL's purchase approval
--supervisor approval
--customer knows who needs to approve the request
--who approves a purchase is clear
--administrators

PAPERWORK
--producing purchase order
--packing slip
--eliminate duplication
--invoice
--complete orders
--accounting
--records
--'efficient': paperwork process can be improved and streamlined
--paper flow

DELIVERY ROUTINE
--correct delivery instructions
--distribution
--delivery location
--'efficient': need to address coordination of check-in procedure, delivery destination, and verification for a) payment b) inventory

FOLLOW UP
--follow up delivery, installation, warranty
--maintenance contracts
--back orders
--follow through

--customer knows who needs to be notified upon receipt of the merchandise

'TRANSPARENCY'
--clear
--staff need not concern themselves about the bureaucratic process involved in technical and expenditure approvals once their requests have been made
--standardize the process, i.e. we now have separate policies for check-in procedures for supplies vs. equipment
--standard
--see through
--clear directions for customers
--easy
--documented
--'user friendly'
--easiest possible process for customer
--although process itself may not be simple, it appears straight forward to customer
--easy to understand

EFFECTIVENESS
--purchasing staff must be prompt in delivering results
--minimal duplication of effort

STANDARDIZED
--coordinated
--uniformity
--uniform guidelines
--procedures lined out
--purchasing process involves many steps. How do we assign responsibility for each of those steps?
--consistency

CUSTOMERS
--staff
--co-workers

IMPLEMENTORS
--willingness to work together
--teamwork
--timely
--assembly line

COMMUNICATION
--both customer and purchasing staff must be aware of their responsibilities--communication
--communication (twice)
--E-mail
--written down

--feedback on purchase
--problem solving: if problems arise, customer needs to know who is responsible for solving them--communication
--customer includes necessary specifications to process the request

BEFORE

PRE-APPROVAL - "ONE STOP"

NEEDS ASSESSMENT

APPROVAL

DURING

ORDER PLACEMENT

DELIVERY

INSTALLATION WORK

AFTER

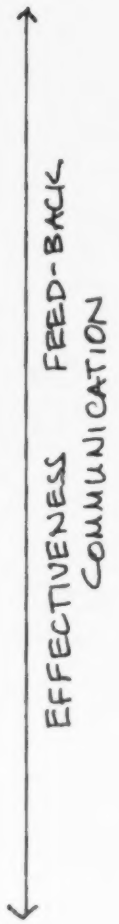
BACK ORDERS

INSTALLATION

WARRANTY/MAINTENANCE CONTRACTS

PAYMENT

INVENTORY CONTROL



TQMPO MEETING 1/19/93
ANALYSIS OF PERCEIVED CUSTOMER NEEDS

EXPERTISE

- Needs Assessment Resource
- Compatibility with existing items
- Assess Needs
- CUFS numbers
- Customer needs to be free of warranty, Property Accounting, Accounting, Purchasing Cycle.
- Solve Problems
- Help with Installation/setup
- Alternatives
- Customer needs to be aware of some processes. For example Bulk buying.
- Knowledge of Product Availability
- Best Price
- Cost
- A product which best meets their needs
- Product Expertise
- Customers need to be aware that we have a supply of ....Glare Screens.
- Locate item
- Resource Person
- Information
- Vendor Data
- Specifications

GOOD SERVICE

- Speed
- Courteous
- Prompt Service
- Customer Needs to know they are #1 not the process.
- Receptivity to their needs and ideas

CLEAR INSTRUCTIONS

- Clear instructions
- One (few) Contact
- Customer needs to request items from one place, person, authority, whom will forward it on to the correct purchasing person.
- Simple, easy to follow procedure.
- Customers need a printed list of who to call for what.
- Who do I go to with my need?
- Customer needs to know that one person or place should be contacted it there is a problem. Even if it's under warranty! Then the background people will take over and forward the problem to the correct person to handle.

FEEDBACK

- Customer needs feedback as to status of order.
- Feedback on progress of order.
- Feed Back
- Feedback on Status
- Delivery estimate
- Customer needs item requested and to be consulted if there is a change in item requested.
- Confidence that purchasing staff will see-it-through to end of process

APPROVAL

- Customers need to be aware of special funding put aside for staff. For example:
- Ergo needs.
- Approval
- Approval Guide lines
- Approval Guides

UNIVERSITY OF MINNESOTA

Twin Cities Campus *St. Paul Campus Central Library* *1984 Buford Avenue*
St. Paul, MN 55108

February 21, 1993 10010.GEN

TO: Susan Hallgren
Lisa Berg
Erik Biever
Cheryl Owens
Sue Stegmeir

FROM: Dick Rohrer

FILE COPY

SUBJECT: TQM and Circulation Processes

Dr. Shaughnessy has asked St. Paul Libraries to begin a TQM process to determine ways to improve the functions of our circulation units. In particular he is interested in developing these unit functions in a more friendly and user driven fashion. TQM is a process which uses teams of personnel involved in the daily operations being considered. I am therefore putting together a team to review the functions of our circulation units.

I've asked Sue Hallgren to be your team leader and I hope each of you will agree to be a member of the team. A facilitator, trained in TQM techniques, will be assigned to work with you. I will act as your sponsor and in such a capacity I will share information related to your project and assist you in implementing solutions you develop.

I will meet with the team as the team feels it necessary. In your first number of meetings you will identify a critical process or processes of circulation to concentrate on. In choosing a single or limited number of processes to work on your task will be less complex and you can develop your skills as a team.

Sue Hallgren, as your team leader, will call meetings, conduct meetings, set the agenda and distribute these and minutes. She will also serve as liaison to me. I enclosed a sheet which further explains the role of your Team Leader and a sheet which explains the role of your facilitator.

At your first meeting you will work to set up housekeeping procedures and ground rules. I've included a sample set of ground rules but it is neither complete or prescriptive.

I'm looking forward to working with all of you on the process and expect to learn a great deal. I believe we will all find this a productive process for resolving problems in our work place and will ultimately be of benefit to our users.

RLR:bct
Enclosures: 3

cc: Thomas Shaughnessy

ROLES OF LEADERS AND FACILITATORS

The Team Leader

"As a team leader, you are also a team member" (Florida Power & Light)

Roles

- Conducts meetings
- Provides direction
- Assesses progress
- Interfaces with other teams and support resources
- Represents the group to management

Responsibilities

1. Pre-meeting preparation
   a. Set agenda and distribute
   b. Arrange for meeting place
   c. Arrange for needed visual aids and equipment
   d. Organize others to present information
   e. Ensure that meeting records are updated
2. During the meeting
   a. Greet everyone
   b. Review team progress toward goal
   c. Lead team through agenda
   d. Arrange for note-taker
   e. Involve team members in meeting
3. Post-meeting activities
   a. Follow-up with members with issues
   b. Provide guidance to members as requested
   c. Ensure that meeting minutes (who is doing what, when?) are completed and posted.
   d. Complete records of team meeting
   e. Communicate and coordinate with sponsor and facilitator.

Desirable Leadership Characteristics

- Ability to listen
- Accepts others' ideas
- Enthusiasm
- Helpfulness
- Ability to focus
- Sensitivity
- Tolerance for human imperfection

A team's first leader is usually the highest level supervisor or manager on that team. In time, however, other team members can and should assume the role.

The Team Facilitator

The basic function of the facilitator is to support the team in using the 7 Quality Control tools, the 7 Management and Planning tools, and the problem-solving methodology while they work together to solve a problem or improve a process. The facilitator concentrates on the process of working together.

Primary Roles Include:

- Help the leader
- Seek opinions
- Coordinate different ideas
- Test for consensus
- Apply tools and techniques
- Summarize key points
- Provide feedback to the group

The Facilitator Assists the Team Leader:

1. Helping to prepare for meetings.
2. Consulting on the use of TQC tools and techniques.
3. Recommending the use of staff specialists or experts.
4. Sharing experiences and results of other teams.
5. Helping to critique the effectiveness of the team meeting.

Desirable Characteristics of a Facilitator:

- Observant
- Neutral
- Trustworthy
- Polite
- Good memory
- Empathetic
- Adaptable
- Patient
- Flexible
- Even-tempered
- Sense of humor
- Centered
- Objective
- Non-judgemental
- Articulate
- Calm
- Perceptive
- Firm

NOTE: Leaders and facilitators obtain skills and desirable characteristics over time with both training and practice. An individual need not know how to exhibit all the desired characteristics of the role at the outset; being a group leader or facilitator is part of the training for the individuals serving in these positions.

References:
Joseph J. Gufreda, Larry A. Maynard, Lucy N. Lytle - *Total Quality: Executive's Guide for the 1990's*, 1990.

Florida Power and Light, *FPL Quality Improvement Program: QI Story and Techniques*, 1987.

TEAM GROUND RULES

1. **Respect others.**
   - Since everyone owns a part of the process, everyone needs to be heard.
   - Listen.

2. **Use "I" Statements.**
   Doesn't work: "He thinks this should be done."
   Works: "This is what I think should be done."

   Doesn't work: "But you said ... "
   Works: "I understood you to say that ... "

3. **Think about the meeting beforehand.** Team activities will affect the working environment and will mean change. Your thoughts and contributions — not just reactive talking — are essential.

4. **Start on time.** Folks will get used to it and begin coming a bit beforehand.

5. **Bring the team to unity; you may not get unanimity.**
   Consensus: "I will agree to support the decision."
   Agreement: "I agree with every part of the decision."

   There is no "majority rule" in consensus.

6. **Minutes** are agreed upon at the end of the meeting when flipchart notes are reviewed for accuracy. Send the summary out to everyone.

7. **Evaluate** near the end of the meeting.
   - What did you feel great about?
   - What can be improved?

8. **Review individual and team assignments** to be completed prior to the next meeting. Review near the end of the meeting.

9. **Keep updated and accurate team records.** It will be the team leader's responsibility to complete the Process Improvement Review (PIR) sheet. Attach team documentation to the PIR when submitting it to the sponsor for sign-off. Meet with the sponsor in person to answer questions or clarify the documentation. Keep a copy of all meeting minutes in a team notebook along with all other documentation.

10. **Stay through the hard parts.**

CENTRAL TECHNICAL SERVICES TQM PROJECT

PROJECT: CTS TQM Steering Committee

SPONSOR: Thomas Shaughnessy, University Librarian

FACILITATOR: Carole Bland, Professor, Family Pratice and Community Health

TEAM LEADER: Mary Frances Collins

TEAM MEMBERS:

Bill Sozansky
Christina Meyer
Barbara Stelmasik
Sue Koelmel
Connie Hendrick
Linda DeBeau-Melting

CHARGE TO THE TEAM:

"The CTS Management Team will serve as a steering committee to develop a plan for Central Technical Services using the principles of total quality management. The plan shall include a mission and vision statement for the department that supports the mission statement of the University Libraries and promotes and carries forward the vision of the Libraries in terms of bibliographic access and bibliographic control, and other appropriate areas.

After identifying the critical processes in technical services, the Steering Committee will prepare a strategic plan to implement a program of continuous quality improvement in Central Technical Services. The Steering Committee will begin the process by identifying several priority critical processes for which problem solving teams will be appointed.

Because measurement is an essential element of TQM, the Committee will refine or in some cases develop appropriate measures of success for each critical process."

DOCUMENTS:

Attached are copies of draft values and mission statements. These drafts are "works in progress" and are not ready for external dissemination.

OTHER OUTCOMES: On March 9, a CTS staffwide meeting was held to share with the staff the work to date of the Steering Committee.

THIRD DRAFT THIRD DRAFT THIRD DRAFT THIRD DRAFT

CTS VALUES

We want to work in an organization which:

provides excellent service--where timeliness, efficiency, and effectiveness are our basic objectives; where we are responsive to our customers and intent upon resolving problems; where we continually strive to improve our service

cares about people--where honesty, integrity, compassion, inclusiveness, respect, and fairness are bedrock values

appreciates and rewards people--where we appreciate a variety of skills, experience, opinions, and personalities; where we reward individuals and teams for their contributions

supports learning--where we are well trained to do specific tasks, where we understand the importance of each task to the work of the organization as a whole, where we support continuing growth and development

works cooperatively--where information is openly and fully communicated to everyone; where there is wide involvement in decision making; where decisions are made by consensus

works creatively--where we encourage innovation by being adaptable and flexible, willing to accept criticism and take risks; where we deal with a myriad of details with the broad picture firmly in mind; where we focus on the future

maintains a healthy working environment--where we are physically and psychologically safe; where the workplace is aesthetically pleasing; where our actions have positive effect on the global environment

promotes a positive attitude toward work--where courtesy, helpfulness, and enthusiasm make the workplace pleasant; where a "can do, will do" approach and a team spirit make it easier to get the work done; where we enjoy our work and have fun doing it

As these values are realized, we can take pride in our organization and the work we do.

2/26/93

FIRST DRAFT FIRST DRAFT FIRST DRAFT FIRST DRAFT

CTS MISSION

Central Technical Services supports the overall education, research, and service mission of the University of Minnesota and the information provision mission of the University Libraries--Twin Cities Campus. CTS serves library users in the University, metropolitan, regional, and national and international communities, as well as other University Libraries staff, by acquiring and physically processing library resources and providing intellectual access to them. Specifically, CTS:

acquires resources: places firm orders and subscriptions, makes lot purchases; receives purchased materials and gifts; manages approval and exchange plans; claims materials not received and resolves shipment errors; processes invoices for payment

catalogs resources: following national standards, describes resources at the collection, title, and chapter/article/piece level as appropriate and provides name and title access; provides subject access and classification following Library of Congress practice

prepares materials owned by the libraries for use: marks and barcodes materials in all formats; prepares print materials for binding

builds the online catalog: creates, updates, and enhances machine-readable acquisitions, cataloging, and holdings records; provides status information, corrects errors, maintains consistency, expands level of detail in records; reports holdings to national utilities such as RLIN and OCLC to provide wider access to the Libraries' resources

facilitates the work of other Libraries staff: provides management and budget information, interprets catalog records, teaches principles of bibliographic control, encourages adherence to library standards

strives to improve services: provides direction for bibliographic control by considering ways to expand and improve traditional forms of intellectual access to library resources; determines how existing technology can be further exploited; works with vendors on technological enhancements and innovations

3/5/93

CQI TEAMS

MASTER LIST

Pre-order Searching:	Begun May 1992
Purpose:	To investigate how to reduce or eliminate the "repeat searching" done on 25% of items sent from the searching unit.
Objective:	To reduce repeat searching by at least 15%
Constraints:	No new staff, no more than $5,000 equipment
Coordinator:	Judy Hewes
Facilitator:	Cathy Lyons
Sponsor:	Gloriana St. Clair
Members:	Beth Pfeiffer Tom Manig Kim Bowles Colleen Smith John Hamilton

Status: 2/93

* The Pre-Order Team is still in the process of developing solutions for the problems identified by our customers during the interview stage and problems identified in the flow charts. We have instituted a number of changes in our workflow and searching procedures. We are still in the process of fine tuning these changes.

Serials Receiving:	Begun August 1992
Purpose:	To explore ways to reduce the amount of time needed to mark serials sent to various locations.
Objective:	To reduce time needed by at least 15%
Constraints:	No new staff; no more than $5000 equipment
Coordinator:	Lynne Branche Brown
Facilitator:	Linda Friend
Sponsor:	Gloriana St. Clair
Members:	Wilma Aungst Cathy DePalma Sandy McGovern Kathy Porteous Sally Walters

Status: 2/93

* The Serials Receiving CQI Team (formerly the Serials Marking CQI team) has interviewed its customers, analyzed the customer feedback, and documented it in a Pareto chart.

Wage Payroll: Begun November 1992

Purpose: To reduce the time and effort spent in multiple work areas checking and rechecking wage payroll pay cards.

Objective: Reduce checking time by at least 15%

Constraints: No new staff; no more than $5,000 equipment

Coordinator: Nancy Slaybaugh
Facilitator: Richard Harwood
Sponsor: Ron Dow
Members: Wendy Stodart
Michelle Kuhn
June Owens
Kevin Lee

Status: 2/93

* We reached our first sign-off point (a written questionnaire that would help identify problem areas before we set off on in-person interviews) two weeks before Christmas. We got it back from RFD, our sponsor, the first week in January with numerous suggestions.

Materials Budget Invoice Processes: Begun November 1992

Purpose: To reduce duplicate review and input, with a view to an eventual integration with IBIS. Results will inform Acquisitions subsystem design.

Objective: To begin a process of duplicate reduction by 15-20%

Constraints: No new staff, up to $5,000 in equipment

Coordinator: Torsten Bjalme
Facilitator: Bonnie Osif
Sponsor: Gloriana St. Clair
Members: Betty Nirnberger
Penny Sullivan
Karen Long
Dace Freivalds
Connie Whitehill

Status: 2/93

* We have identified our customers, developed our interview questions and are now interviewing our customers.

Equipment Purchasing Begun October 1992

Purpose:	To simplify and make more effective the process of selecting, approving, ordering, and installing equipment.
Objective:	A clear procedure for the library community, including a concise form and a feedback loop for information about status.
Constraints:	No new staff, no more than $5000 in equipment
Coordinator:	Alan Claver
Facilitator:	Anne Nelsen
Sponsor:	Ron F. Dow
Members:	Ron Servello Cynthia Dettmer Wayne Stump Wilson Hutton Torsten Bjalme

Status: 2/93
* We just finished the Critical issues statement.

CCL Label Marking Requests Begun October 1992

Purpose:	To reduce the time spent in processing label requests for the 6000 serials bound at the campuses.
Objective:	15-20% reduction in time to process requests
Constraints:	No new staff; $5000 equipment
Coordinator:	Billie Hackney
Facilitator:	Chris Avery
Sponsor:	Rosanna O'Neil
Members:	Linda McCool Fran Durkin Carole Brobeck Hal Siegel

Status: 2/93
* The CCL Serials Label Request Team has been through their second signoff. All interviews have been completed and the process has been flowcharted.

Faculty Recruitment	Begun February 1993
Purpose:	To organize and make more effective the process of recruiting faculty.
Objective:	A clear set of guidelines for use across the libraries for this process.
Constraints:	No new staff; no more than $5,000
Coordinator:	Rosanna O'Neil
Facilitator:	Leslie Brown
Sponsor:	Ron F. Dow
Members:	John R. Kaiser Nancy L. Slaybaugh Kevin Lee June Owens Cynthia Dettmer Diane Smith Faculty Affairs Representative:

WAYNE STATE UNIVERSITY
LIBRARY SYSTEM
QUEST TEAM PROJECTS

Business Office
Examine office workload

Dean's Office
Examine distribution of workload

Law Library
Enhance Law Library technical services - proposal submitted
Provide cross-training - proposal submitted

Media Services
Enhanced training for student assistants

Library and Information Science Program
Enhance communication

Purdy/Kresge Library
Online Location Correction/Shelf Read - proposal submitted
P/K user services clearinghouse

Science Library
Serial records enhancement
Employee morale

Systems Office
Enhance communication with DALNET libraries

Technical Services
Enhance communication
Improve physical environment - proposal submitted

University Press
Establish firmer guidelines and procedures
Examine Press organization

System-wide Projects
Minimize patron service run-around problems
Identify user groups and WSUL responsibilities to them

Note: Each of these projects was chosen by the members of the unit noted in the context of a QUEST 1/2 day planning session. The system-wide projects were chosen by the Library Management Group using the same methodology. 8/1993

Sample project team monthly progress report

Wayne State University
University Libraries

UNIVERSITY LIBRARIES SYSTEM QUEST TEAM REPORT FORM

DEPARTMENT: Law Technical Services

TEAM LEADER: Mary Bonk, Law Library

TEAM MEMBERS: Richard Moritz, Martha Muldoon, Betty Podzorski, Deborah Tucker & Betty Wiggins

PROJECT: Streamline Technical Services procedures

MEETING: Currently meeting twice a month.

GOAL: To streamline Technical Services procedures between Central T.S. and remote units by broadening interested library staff members with a greater amount of Technical Services related knowledge.

ROAD MAP: Step 5: We are investigating our last area of concern.

QUICK FIXES:

Quick Fix No.1
Law monographic titles that do not require OCLC transfer are now being sent directly to a cataloger.
Benefit: Middleman eliminated & monographic records are available for patron use in approximately a week's time.

Quick Fix No.2
Law monographs that are the result of gift donations, package plan receipt or standing order record, are now being sent to Central T.S. without an attached OCLC printout.
Benefit: The overall reduction in the OCLC searching proved to be cost effective for the Library System.

Quick Fix No.3
Invoices approved in Law T.S. are now being sent directly to the Library Business Office as opposed to being filtered through Central T.S..

QUEST
Quality, Excellence, Service, Teamwork

1/93

Wayne State University
University Libraries

UNIVERSITY LIBRARIES SYSTEM QUEST TEAM REPORT FORM

Status:

Distribution of work load has been completed. We had a staff meeting to discuss filling out the position descriptions. The forms have been submitted to class and comp for review and possible reclassification - in progress.

Communication has improved within our office because we are not using our PROFS as much; we go to each other's work station to talk. But, communication would improve dramatically by having regular staff meetings - in progress.

The team is at Step 5 in brainstorming ideas on how to complete the procedures for the Dean's Office duties.

1/93

Wayne State University
University Libraries

UNIVERSITY LIBRARIES SYSTEM QUEST TEAM REPORT FORM

Department: Law Library
Team Leader(s): Heather Simmons
Team Members: Janice Selberg
Brian Williams
Mike Samson
Lothar Spang
Paula Storm
Project: Establish Library System Cross-Training Program
(what we mean by "cross training" is to find out about other people's jobs so that we can do our own jobs better rather than being able to fill in for someone who is absent)

Meeting (frequency): twice a month--second and fourth Wednesdays
Goal: To improve the quality of customer service by achieving 90% participation in a library system-wide professional growth internship program for librarians after one year of implementation.

Road Map (location on the map): Step 3: Selecting a Problem
Quick Fixes recommended: At a law library staff meeting, interest was expressed in a law library cross-training program for staff at all levels. Rather than taking it to the team, we are implementing it as a quick fix. I am gathering information about the various departments in the law library. Each full time employee will visit each department and learn about how it operates. In this way everyone will be able to see how their job fits into the operation as a whole.

Status: A list of problems has been identified, the team will now work on selecting a problem.

27 January 1993

QUEST
Quality, Excellence, Service, Teamwork

Wayne State University
University Libraries

UNIVERSITY LIBRARIES SYSTEM QUEST TEAM REPORT FORM

QUICK FIXES:

Benefit: The speed at which invoices can be paid, as well as improved vendor-publisher relations.

STATUS:

The above Quick Fix projects have been implemented, offering positive results to those affected.

Currently we are awaiting a response from Central T.S. in regards to the distribution of the serial workload.

The last area of concern we addressed was the creation vs. non-creation of Order Pay Records (OPR's), that are the direct result of Standing Order and Package Plan receipt. We feel this area can be streamlined, proving to be a time saving devise for those involved in the creation of such records.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

TRAINING

University of Alberta
Edmonton
Canada T6G 2J8

University Library

ROLE OF OFFICE OF STAFF DEVELOPMENT AND TRAINING

The University of Alberta Library System is committed to nurturing and developing staff in order to achieve its mission. Staff development is essential to this end.

The Office of staff Development and Training exists as an educational, training and communication support service to the University of Alberta Library to facilitate effective and efficient organization change consistent with client needs and within the context of the approved Strategic Plan for the Library System.

The primary role of the Office is to foster an harmonious, client-centred organization by promoting values that stimulate the continuous improvement of organization processes and individual skills. This will be done by identifying system needs, assisting in identifying unit/individual requirements, coordinating and/or designing and delivering educational, training and communication programs in accordance with organizational and individual needs and the counsel of a Staff Development Committee.

All our actions will be anchored in the following principles:

Values

It is the prime responsibility of administrators, managers and supervisors to create and foster an environment that supports continuous improvement, human interaction and growth in pursuit of client-centred results. It is the responsibility of each library staff member and manager to identify and make developmental needs known, and then take advantage of the opportunities offer

Improvements

Success and growth comes through a commitment to continuous improvement in quality and performance. This is achieved by integrating the goals and activity focus at every level of the organization in order to identify and meet the prioritized needs and expectations of both internal and external clients.

Processes

Staff development is not a series of events. Its is a continuous process of adaptation and training that links the skills development and knowledge acquisition of an individual to constantly changing organizational requirements. These requirements are, in turn, determined by identified library client needs.

University of Alberta
Edmonton

Canada T6G 2J8

University Library

MEMO TO: All Library Staff October 22, 1992

FROM: Office of Staff Development and Training

RE: **1.5 Day VIP Workshops**

You will recall that when the Chief Librarian met with the Library staff this past August and September to explain the difficult times the Library was facing he announced that the Library would be implementing a customized version of a" Total Quality Management" approach in order to cope with the situation and still achieve our Mission. At the same time he advised that all staff would receive an introduction to the concepts of "Total Quality Management" as they would apply to our Library. This is the reason for the 1.5 day introductory workshop we are now giving to staff.

The workshop will consist of lecturettes, discussions, group and individual exercises and will include videos, overheads and handouts. Each participant will be given a pre-workshop package to read and work on a few days before their scheduled session.

Upon completion of the workshop participants should be able to:

- identify the concepts and elements of a total quality approach as it applies to an academic library setting;
- relate how these concepts might be applied to their work unit and/or own job;
- relate the importance of team problem-solving to a successful organization;
- demonstrate a willingness to learn more and become involved in contributing to successful change;

The workshops are being held at the Grey Nuns' Centre rather than on campus because:

- we wanted staff away from the distractions of the daily environment;
- the Centre is available for all our sessions; has the appropriate furniture and equipment and right size of conference rooms;
- there is a cafeteria on-site;
- the parking is free.

Beverages will be available in the room on both days and lunch (day 1only) will be provided on-site in the cafeteria.

We are looking forward to meeting and working with all of you.

Wanda Quoika-Stanka Indira Haripersad

VALUES, IMPROVEMENTS AND PROCESSES
INTRODUCTORY WORKSHOP

OBJECTIVES

After successful completion, participants should be able to:

- identify the concepts and elements of a total quality approach as it applies to an academic library system.
- relate the importance of team problem-solving to a successful organization.
- relate how VIP concepts might be applied to their work unit and/or their own job.
- demonstrate a willingness to learn more about VIP and become involved in contributing to successful change

VALUES, IMPROVEMENTS AND PROCESSES
IN-DEPTH WORKSHOP

OBJECTIVES

After successful completion of this workshop participants should be able to:

- demonstrate an understanding of the role of leadership in the continuous improvement process
- identify different leadership approaches
- identify the characteristics of leadership
- understand the concepts of empowerment, delegation and coaching
- identify and understand the concepts of teamwork and the functions of teams
- explain the role of a team in problem-solving/decision-making
- identify the steps in problem-solving

University of Alberta
Edmonton
Canada T6G 2J8

University of Alberta Library

VIP GROUP

Composition and Terms of Office:

- Maximum 14 members (excluding OSDT)
- Representatives from each unit within the Library system and one representative from the University at large
- Representation from as broad a range of staff levels and ranks as possible
- Two-year term of office

97/03

TOTAL QUALITY MANAGEMENT

Harvard College Library
October 5-6, 1992

Conducted by: Maureen Sullivan, OMS Organizational Development Consultant

October 5, 1992

4:00 p.m. Total Quality Management
- What it is...what it isn't
- The TQM philosophy and core values
- Historical perspective
- Potential benefits to research libraries

October 6, 1992

The Elements of a Quality Culture
- Assessing organizational readiness
- TQM Inventory exercise

BREAK

Planning Implementation of Quality Improvement
- Seven management tools for Quality Improvement
- Major components of a Quality Improvement plan

LUNCH

Quality Service Delivery
- Criteria for quality service
- Focus on the customer
- Continuous improvement

BREAK

Managing the Change Process
- Preparing staff
- Developing a communication plan
- Roadblocks and pitfalls

Summary and Evaluation

5:00 ADJOURNMENT

MANAGING QUALITY LIBRARIES: **ESSENTIALS OF TQM**

University of Michigan Library
August 16, 1993

Conducted by: **Maureen Sullivan**, OMS Organizational Development Consultant and
Mary Beth Clack, Serial Records Librarian/Staff Development Officer, Harvard College Library

AGENDA

8:30 a.m. Welcome and Introduction

Total Quality Management
- ♦ Introduction and overview
- ♦ Applications in libraries

BREAK

The Elements of a Quality Culture
- ♦ Assessing organizational readiness
- ♦ TQM Inventory exercise

12 noon LUNCH

1:00 p.m. Quality Service Delivery
- ♦ Criteria for quality service
- ♦ Focus on the customer
- ♦ Essential elements of quality service

BREAK

Steps for Getting Started in Your Library

Wrap-up and Evaluation

4:00 p.m. ADJOURNMENT

Training Staff

Constance F. Towler *is Associate Director of Quality Improvement at Harvard University, responsible for the Harvard Quality Process in the University as a whole. She also chairs the Office for Information Technology's Quality Council and oversees the design and implementation of the Quality Process at OIT. She is a guest lecturer in the Institute for Educational Management at the Harvard Graduate School of Education. Before being appointed to her current position, she was Director of Personnel Services in Harvard's Office of Human Resources. Prior to that, Connie held positions in a number of offices at Harvard, including OIT's Technology Product Center, the Office of the Vice President for Administration, Financial Systems and Information Technology, and the Harvard Computing Center. Connie holds an M.Ed. in Management from Cambridge College and has participated in seminars and workshops in management information systems at Boston University, Harvard University, and Washington University.*

Douglas W. Renick *is currently a Senior Consultant for Management and Organizational Development in the Center for Training and Development at Harvard University. His work for CTD includes training supervisors and managers in a variety of subjects and assisting work units in their efforts to improve their effectiveness. He does training and consulting in Total Quality Management through the Harvard Quality Process. He also teaches at the Harvard Extension School. Prior to his career at Harvard, Doug worked in the public sector, first for the city of New York and then the Commonwealth of Massachusetts. His academic degrees include a Master of Divinity from Union Theological Seminary and a M.S. in Management from the Sloan School at MIT.*

HCL Staff and Organizational Development Steering Committee

Mary Beth Clack, *Widener, Chair*
Kathleen Anderson, *Lamont/Hilles*
Patricia Blount, *Cabot*
Barbara Burg, *Widener*
Jill Young Coelho, *Widener*
Jane Eichkern, *Widener*
Dennis Marnon, *Houghton*
Helen H. Quigley, *Tozzer*
Hazel C. Stamps, *HCL Personnel*

Staff and Organizational Development Steering Committee

BEST COPY AVAILABLE

Dear HCL Colleagues,

The enormous growth in the quantity and kinds of research materials, escalating publication costs, the introduction of new technologies, changing patterns of research and instruction, and finite resources have undermined the assumptions of the past and prompted the library to seek a new vision and a strategy for achieving it.

The Harvard College Library in 1990 initiated a Strategic Planning Process of unprecedented magnitude and intensity. The work of the Steering Committee for Staff and Organizational Development is one of the principal products of this process.

The charge to this committee was to develop programs and activities needed to build the kind of organization we have described in the Strategic Plan, and to identify ways to make us as an organization increasingly flexible and responsive to the changing requirements we are unable to anticipate.

The program outlined below is a critical step in the implementation of the new vision of the library. It stresses organizational competencies and skills (problem-solving, teamwork, decision making) that are relevant to successful planned change and continued innovation.

Richard De Gennaro
Roy E. Larsen Librarian
of Harvard College

The Training Program

In meeting our charge to design a training program to assist all staff in adapting to change, the Steering Committee has done extensive research on both organizational responses to change and effective training programs. We read appropriate literature in both fields, consulted regional and national experts on these topics, examined the approaches of peer institutions, and went through several different kinds of training programs ourselves.

We have learned that adults in their work environment learn best by a combination of study and experience; that they are strongly motivated to learn when they perceive a need for new skills; and that they need opportunities to apply those skills. We have designed our first training programs to involve staff members who will be working together in new or already existing groups. The training sessions have been scheduled so that skills learned can be applied immediately.

Our goals for these training sessions are

- to initiate a process of continuous improvement in which all staff learn together and from one another, while pursuing common goals;
- to create an environment of open, multi-directional communication of new ideas, decisions, and concerns throughout the organization; and,
- to build new approaches to problem-solving and breaking through old barriers.

Structured into our training sessions will be opportunities for participants to evaluate the process and to shape future programs.

Training Modules and Methodology

Since individual learning styles differ, a variety of training methods will be used. In addition to readings and presentations of concepts, staff will be actively engaged in the learning process as individuals and in groups. All will have the opportunity, however, to assess their reactions to group exercises, to see themes and patterns in the work of the group as a whole, and to make plans to apply newly acquired knowledge.

Training for HCL staff in 1992-1993 will include several training modules.

Organizational change & readiness activities

In this three-hour session, staff will examine the change process, assess their readiness for change, and develop a personal plan for change.

Team leader orientation

These three half-day sessions will focus on the transition from a traditional to a team organization and on facilitation and coaching roles for team leaders.

Group process and problem-solving training

These six half-day sessions will draw on elements of the Harvard Quality Process training. Modules will include

- *effective meeting skills*
- *interactive skills*
- *consensus-building skills*
- *problem-solving process*
- *facilitation skills*

Examples of training activities will include

- *small group exercises and discussion*
- *self-assessment questionnaires*
- *case studies*
- *problem-solving exercises*
- *readings and videos*

QUALITY TEAM TRAINING SCHEDULE

LOCATION: Training Room
Holyoke Center 813

Tab			
1	Introduction to Quality Customer Service Meeting Management	March 8	1:30 - 4:30 p.m.
2	Parker Team Survey Interactive Skills Consensus Decision Making Introduction to Problem Solving	March 11	1:30 - 4:30 p.m.
3	Identifying and Selecting the Problem Analyzing the Problem	March 12	9:00 a.m. - noon
4	Analyzing the Problem (continued) Generating Potential Solutions	March 17	1:30 - 4:30 p.m.
5	Selecting and Planning the Solution	March 18	1:30 - 4:30 p.m.
6	Selecting and Planning (continued) Implementing and Evaluating the Solution	March 19	9:00 a.m. - noon
	Program Evaluation and Graduation	March 19	11:30 - noon

Trainers: Douglas Renick
Connie Towler

"CONCEPTS & PRACTICES" -- DECEMBER PILOTS

30-40 participants seated at discussion tables of 6-8 each.

FIRST HALF DAY

Opening: 0:00-0:45

WELCOME: This is the official starting point for skill training for M-Quality,

Our purpose in this 8 hours is to introduce and practice specific skills for application, to enable units and departments to undertake or to improve on their own "quality improvement" work. (On wall chart)

PRODUCTS we expect you will be able to take back, to put to work: (On wall chart)

- The customer-supplier cycle within daily work relationships.
- Negotiating "valid requirements."
- Flowcharting work processes for analysis
- Effective group decision making
- Continuous Improvement: Plan-Do-Check-Act
- Knowledge of UM campus resources for M-Quality

INTRODUCTIONS: 10 min total. Participants introduce themselves, giving name, brief description of their job, and campus location.

Instructors introduce selves, giving background and "credentials" for this training.

AGENDA/GROUNDRULES: 5 min Call attention to agenda (p.1) and to guidelines for meetings (p.2) and to "learning behaviors" (wall chart).

ICEBREAKER: "2 facts and a lie" -- 15 min total. (Put an example of 2 facts and a lie about yourself on a flipchart, ahead of time.)

HOPES/QUESTIONS: -- 12 min total. Each person reflect/write down "What do you hope M-Quality will change in your workplace?" and "What question or concern do you hope gets answered today?" (2 min)

Appoint a recorder/reporter for this assignment. Share answers at table (5-6 min); recorder should generalize and record on newsprint.

Report out. (5 min)

M-Quality: 0:45-1:00 **OVERVIEW**: One possible simplified definition: (overheads 1-2-3) (handout p 4.).

We will be working toward this outcome (the definition we just discussed) through the three activities as listed in the triangle (cover of handout.) Each of these activities contributes to a changed work culture that should enable us to achieve more satisfactory results in our work. (3 wall charts).

UM progress so far: Planning, pilot phase. Where you are in the training sequence. (overheads 4-5-6-7) (handouts pp 5-6).

The Customer-Supplier Relationship (overhead 8)

1:00-1:50 **WORK AS A PROCESS: FROM SUPPLIER TO CUSTOMER**

15 min: With participant input, flowchart the process of completing a travel expense report, from: (start point) traveler asks staff person to complete a report, to (end point) staff person submits report to travel audit. At each of several steps in the completed process: have participants identify: who is the "supplier" at this point? Who is the "customer?"

Discuss: why should we look at work this way? (To understand the real purpose of the tasks we're doing. To take the pain out of the work by finding out what the person at the next step needs, what they are going to do with the data we supply; By finding ways to do only those steps necessary to serve the real purpose -- eliminate "rework", eliminate multiple places where mistakes might be made.)

Discuss: "next customer" v "end customer"

INDIVIDUAL CUSTOMER-SUPPLIER EXERCISE: (35 min total. Handout -- p. 8) Each participant should: Identify one task or assignment that you yourself handle regularly.

As accurately as you can, list in order your "suppliers" -- who handles this task before it gets to you? From whom do you need information or supplies in order to complete your piece of the work?

Who is the "next" customer? Who will process the work when it leaves your hands?

What is the purpose being served by this task?

Who is the "end" customer? Who needs or benefits from the overall process?

(Participants have 5-7 minutes to work alone; 20 minutes to discuss as a table group.)

5-10 min: debrief whole group. Reinforce: "customer" "supplier" roles change frequently within a process. These are the definitions we want to use in M-Quality -- to take pain out of work by predicting and meeting the needs of the others who handle the same work we do.

Introduce handout p. 9 and suggest its use when beginning a new project.

Break
1:50-
2:05

Customer/supplier relationship, cont.

2:05-2:45 "Surprise & delight" factor -- the stages of quality (10 min total; overheads 9-10, handout p. 10-11)

Developing a partnership by developing valid requirements together. Emphasize need to work WITH customer as partner. Discuss valid requirements -- handout p. 11.

NEGOTIATING VALID REQUIREMENTS EXERCISE: buying a car. (25 minutes total). Each table divides: one observer, others are half customers, half suppliers.
5 min planning, separately.

10 min negotiating.
For final 2 minutes -- remind each table to "rumba."
5 minutes -- observer feedback.
5 minutes -- debrief in large group. Reinforce: need to get cards on the table on both sides, need to "educate the consumer."

Third-way negotiating:

2:45-3:00 **WHAT IS "THIRD WAY" NEGOTIATING?** relate it to "getting to yes," "win-win," "mutual gains." Approx 15 min for overview and discussion.

Typical negotiating/bargaining pattern: "position bargaining." Car purchase: this is the price I'll pay, no more! This is the model I need, no other! Or picture a hypothetical family vacation discussion: should we go to Toronto or "up north." Characterized by: arguments in favor of each person's predetermined solution.

"Third way" means -- we come in recognizing the question or problem to be solved but without pre-determined solutions -- instead of "your way" or "my way" we will jointly develop a "third way" to produce the needed outcome.

HOW IT'S DONE: Overhead 11, handout p. 12:

Separate the people from the problem: negotiators are human beings. Relationships may be involved. Emotions may be interfering. Power differential is critical.

Focus on Interests, not positions: Both sides have interests. What's behind the need? Why is it needed? What limitations are there that the

supplier can't avoid? Recognize and discuss multiple interests.

Generate a variety of options: Avoid premature judgement; the "single answer" syndrome or the "fixed pie" syndrome, "your problem, not mine" thinking.

Brainstorm to broaden your options; seek mutual gain.

Evaluate on objective criteria: Look at the options you have generated. Which ones might meet the interests of both parties?

Use issues that come up as a way to search jointly for the right objective criteria.

"What's your theory?"

Stretch break
(3:00-3:10)

THIRD WAY NEGOTIATING EXERCISE: (40 minutes total) Count off in triads for final exercise. Distribute roles a, b, and observer to one member of each triad. 3-4 minutes: read assignment, ask questions, get directions.

Find quiet place to work - 15 minutes for persons a and b to carry on negotiation. Observer does not participate. 5 minutes for Observer to give feedback.

Be back in this room in 20 minutes.

	10 minutes debrief and discuss in large group. What did triads do? How many reached solution? How many asked why data was needed? How many would involve others in solution? Discuss implications in our present work climate....
Closing	Ask for questions arising for part II; ask partic.
3:50	to complete midway evaluation
4:00	

SECOND HALF DAY

Opening 0:00-0:10

GREETINGS, and any questions remaining from part I. Agenda for today (handout p. 1)

PART I EVALUATIONS: share a summary, answer any questions that came up in the eval.

Quality Process Tools: Recall that we are defining "quality improvement" as "taking pain out of the process" -- 0:10-0:45

UMTEL PROCESS EXAMPLE: introduce the flowchart for "data circuit installation" (overhead, handout p 3) and walk through it. Check with group -- you're sure to have someone who's been through this as a customer. Ask group to help you locate -- where is the "pain" in the process? Do they see anything in the flow that could be simplified? (Mark changes on overhead.)

Display revised process on overhead, and distribute matching handout, for group discussion. Important to note: those involved in doing the actual work, both UMTel and Plant, need to spend time together developing the streamlined system that will work for them, as well as for the customer.

FLOWCHARTING: UMTel case is an example of flowcharting a process to analyze and simplify work. Simple flowchart (handout p. 4) shows conventions: circles for start and end; diamonds for questions. (Allow time for reading and enjoying example.) Call attention

to the COVERT process going on, that is revealed by the flow chart.

Advantages of flowcharts, and what to flowchart -- on wall charts.

DATA COLLECTION/DATA ANALYSIS:
Overhead on using data:
1. to see if there is a problem -- In the orientation video: office staff collected data about numbers of noontime phone calls over a full work month.
2. To find out where the problem is: In the UMTel example, the flowchart helps do this.
3. To see if you are achieving any improvement. In the UMTel example -- would have collected data about how many days it took to complete an installation, collected data again to find out if there was any improvement after changing the process.(Add handout 5 or overhead of graph?)
Introduce statistical tools described on handouts 6-7. DO NOT TRY TO DESCRIBE THESE ONE BY ONE -- JUST CALL ATTENTION TO THEM.

SUMMARIZE: Return to overhead of "Stages of Quality" from Day One. Using data to prevent mistakes, avoid rework, constantly improve performance.

Teamwork 0:45-1:05 **INTRO ON TEAMS** (5 min or less). Recall that teams are daily part of all work. Examples include the work group, or a series of workers handling a process one after another, and so on.

TEAM DYNAMICS/TEAM STAGES: Goals, membership, and power. the ormings...(Wall chart) (handouts pp 9-10-11)

SETTING NORMS: have each table appoint a scribe, and spend 5 minutes creating their own list of ground rules for themselves, for group problem solving that will come later today Question for each individual: what ground rules will make it easiest for you to participate in a problem solving exercise with your table group?

GROUP ROLES: handouts pp. 12-13-14: Task, process and blocking roles. Present and discuss -- 15 min or less.

Break
1:05-1:15

Teamwork, cont: GROUP DECISION MAKING EXERCISE:
1:15-2:30 kidney machine, handouts pp 15-16. 35 min total: 5 min for instructions; 15 minutes for group discussion; 5 min for observer to give feedback to group, 10 min for discussion and debrief in large group.

COMMUNICATION TYPES, from wall chart -- 5 min.
Information gathering types: those who need the big picture first, and use it to make sense of the details, v those who need the details first, and use them to build the big picture. Example: how you give directions.

Thinking process: those who think externally v those who think internally. Externalizers may think

out loud, hazard guesses, make many suggestions, test the waters, benefit from stimulation of what others are saying. Internal thinkers process incoming data against what they already know, build a logical sequence before they speak, are often fairly close to solution before they speak, benefit from quiet thinking time. Example: misunderstandings over what is a "commitment" and what is "just a thought."

Decision making styles: decision based on logic v decision based on what will work for the people involved. Misunderstanding arises because your conclusion literally doesn't make sense to me.

Time use styles: planned and scheduled, v open-ended and exploratory. Work group meetings more often than not need to be planned and scheduled; therefore we need some insight about and patience for those who are inhibited by this style.

DECISION MAKING STYLES, from wall chart -- 5 min.

ABILENE PARADOX

Break
2:30-2:40

Continuous Improvement: INTRODUCE PDCA on wall chart.
2:40-
3:40 **TINKERTOY EXERCISE**: Handouts pp 18-19; 40 min total.

PDCA FLOWCHART; Admissions example; Admissions pareto chart. QI Story form. (Overheads; handouts pp. 20-21-22, wall chart.)

M-Quality framework 3:40- 3:50	**framework**: Introduce types of teams and lead team structure (handouts pp 24-25); bibliography, video list and stores (loose handouts for those who want them.
	EXPECTATIONS; WHAT NEXT? Handout p. 26: how to use these tools/products on the job.
Closing 3:50- 4:00	**WHAT WILL YOU TRY?** Invite participants to review p. 26 in light of what they hoped M-Quality would change in the workplace -- decide on two or three tools they can apply to work toward that change.
	FINAL QUESTIONS, EVALUATION

Presenter: Nancy L. Howard, Quality Manager, Oregon State University

CONTINUOUS QUALITY IMPROVEMENT

Facilitator and Team Leader Training
The Pennsylvania State University
University Libraries
July 27 & 28, 1992
Nittany Lion Inn
Boardroom I - July 27, 1992
Assembly Room - July 28, 1992

ORDER OF TOPICS — **REFER TO MANUAL**

Welcome, Introductions

Key elements of TQM 1

Overview of the Problem-Solving Model 7

Team Structure: Roles and Responsibilities 17

Communication Styles 31

Customer Interviews 41

Cost of Quality 51

Issue Statement 57

Flow Charting 63

Process Performance Measure 68

Creativity 79

Cause and Effect Analysis 82

Data Collection 91

Develop Solutions 101

Benchmarking 107

Implementation 113

Other uses of TQM principles

Facilitation: Problem situations in teams 132

Facilitation: Communication style 36

Review/Questions

Written Evaluation

Sample agenda for one day orientation to QUEST

QUEST

ORIENTATION SESSION

Agenda

First half-day (3 hours)

I. Module 1

Introductions
QUEST workshop goals
QUEST roots

II. Module 2

QUEST overview
Overview of six principles

III. Module 3

Focus on customers

Second half-day (3 hours)

IV. Module 3 continued

Focus on Costumers
Nogotiating Expectations

V. Module 4

Use Teamwork

VI. Module 5

Make QUEST standard practice
Managers lead QUEST
Wrap-up

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QUEST Workshop Goals

This workshop is designed to help you understand:

- **The important role you play in QUEST**
- **Your department's role in QUEST**
- **The principles of QUEST**
- **The value of changing the way the University operates**
- **The University's commitment to QUEST**

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QUEST

A systematic process of continuous improvement based on six principles:

1. Create and Maintain a Positive Environment

2. Focus on Customers

3. Improve Processes

4. Use Teamwork

5. Make QUEST Standard Practice

6. Managers Lead QUEST

Wayne State University Libraries

QUEST TIMELINE

	1989	Discussions began on need to improve service quality
March	1990	Report on WSU's quality of service
Sept.	1990	President met with senior managers to discuss upcoming quality effort
Nov.	1990	1st year facilitators trained by 3M
March - July	1991	965 people attended QUEST workshops
August	1991	Half-day sessions in departments
Sept. - Oct.	1991	Problem solving workshops
Fall	1991	1st year follow-up began
January	1992	2nd year facilitators trained by 3M
March - July	1992	Repeat cycle for 1,200 more people
Aug.	1993	Training for Parking and FP&M
Fall	1993	Training program for managers

Wayne State University Libraries

QUALITY POLICY

WAYNE STATE UNIVERSITY is committed to providing quality service by being sensitive to the expectations of the people it serves, encouraging teamwork, and respecting each person's participation in achieving the University's vision.

Wayne State University Libraries

The University's commitment to QUEST

- Now in our third year of QUEST
- Invested in training programs for 2,500 people
- Trained and charged 30 facilitators to help implement QUEST
- Planning more intensive training program for managers
- Began President's Award for Quality Service
- Began Quality Improvement Grants program
- Supporting and tracking 125 department-level teams
- Supporting 7 university-wide teams, and 4 in the works
- Part of the budget process
- Part of new employee orientation
- Among vice presidents' annual goals
- An initiative in the Strategic Plan

Wayne State University Libraries

QUALITY DEMONSTRATION PROJECTS

- Cashier Services
- Employee Training
- Enrollment Services
- Information Services
- Personnel Appointment Process
- Signage
- Travel

This is a listing of the first seven quality demonstration project areas chosen for the QUEST initiative.

Agenda

1. Introductions

2. Overview of two day workshop
   a. In.4 Managing Total Quality (overhead)
   b. Goal for 1/2 day
      Determine [illegible] quality improvement projects for the first year that will improve the quality of service Human Resources provides both internal and external customers.

3. Review of Homework Assignment
   a. FA.14 (overhead)
   b. Ask for examples of customer interviews.
   c. Verify ok not to have done work. Remind them they have had years of complaints to asses customer wants and can, for the present, draw on that knowledge to suggest quality improvement projects for the first year. Suggest that customer interviews be done in the future because as we improve the quality of service it will become harder for us to identify customer wants.

4. Quality Improvement Projects
   a. Establish goal - Improve the Quality of service for both our internal and external customers.
   b. Remind them a criteria for quality improvement projects
      1. Improve service to the customer
      2. Do-able
      3. Focused/tangible/measurable
   c. Silent Generation of Quality Improvement projects
   d. Round Robin Brainstorming
   e. Evaluate ideas, eliminate duplicates, combine similar, and take out easily do-able within one area.
   f. Voting - explain inside/outside. Most important project is 5, least important is 1, second most important is 4, etc.
   g. Break while tabulation of voting.
   h. Explain priority worksheet.
   i. Prioritize top six projects from NGT to pick top ~~four~~ 2.

5. Discuss results and establish team leaders
   a. Review team leader qualities
   b. Ask for volunteers

6. Graduation

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

Selected Readings

Bowles, J. and J. Hammond. *Beyond Quality*. NY: G.P. Putnam's Sons, 1991.

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Senge, P. *The Fifth Discipline: The Art and Practice of the Learning Organization*. NY: Doubleday/Currency, 1990.

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Zeithaml. V.A. et al. *Delivering Quality Service*. NY: The Free Press, 1990.